40155

National Library of Canada / Bibliothèque nationale du Canada

CANADIAN THESES ON MICROFICHE / THÈSES CANADIENNES SUR MICROFICHE

NAME OF AUTHOR/*NOM DE L'AUTEUR* Dyck Merla Helene

TITLE OF THESIS/*TITRE DE LA THÈSE* The Effect of Organizational and Group Characteristics on Perception of Climate

UNIVERSITY/*UNIVERSITÉ* Alberta

DEGREE FOR WHICH THESIS WAS PRESENTED/ *GRADE POUR LEQUEL CETTE THÈSE FUT PRÉSENTÉE* Ph.D.

YEAR THIS DEGREE CONFERRED/*ANNÉE D'OBTENTION DE CE GRADE* 1978

NAME OF SUPERVISOR/*NOM DU DIRECTEUR DE THÈSE* Dr. A. Konrad

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

DATED/*DATÉ* Aug. 4 SIGNED/*SIGNÉ* M. Dyck

PERMANENT ADDRESS/*RÉSIDENCE FIXÉ* Box 58 Rosthern Sask S0K 3R0

NL-91 (3-74)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

THE UNIVERSITY OF ALBERTA

THE EFFECT OF ORGANIZATIONAL AND GROUP CHARACTERISTICS ON PERCEPTION OF CLIMATE

by

© MERLA HELENE DYCK

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled THE EFFECT OF ORGANIZATIONAL AND GROUP CHARACTERISTICS ON PERCEPTION OF CLIMATE submitted by MERLA HELENE DYCK in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Administration.

.....
Supervisor

.....

.....

.....

.....
External Examiner

Date . July 31 . 1978

DEDICATED

To My Parents

ABSTRACT

The focus of this study was on the impact of group and/or organizational characteristics on perception of climate. A modified version of the Litwin and Stringer Climate Questionnaire (Form B) was employed to collect data from faculty members of selected Canadian university schools of nursing. The data were analyzed using t tests and F tests to determine statistically significant differences between and among groups on the basis of hierarchy, rank, status, experience, age, type of contract, and type of assignment.

Significant differences in mean responses were found between administrators and teachers on the climate dimensions of reward, warmth, support, conflict, and identity. In each case the mean response of the administrators was higher than the mean response of the teachers.

When faculty members were grouped by rank, significant differences were found in mean responses on the dimensions of structure, responsibility, reward, support, conflict and identity, with mean responses of lecturers/instructors and assistant professors being lower than the mean responses of the associate professors and professors.

Significant differences between the mean responses of tenured and non tenured members of faculty were found on only the reward climate dimension, with the tenured group having the higher score.

Faculty members were also grouped by years of experience on present faculty and total experience in nursing education. The F test yielded significant differences on the climate dimensions of responsibility,

reward, risk, standards, and identity, with highest mean scores from those who had been on the present faculty for over ten years and lowest responses shared by the groups of faculty members in their second to fourth years and those in their fifth to tenth years on the present faculty.

When grouped by total experience in nursing education faculty members with more than ten years of experience and those in their first year scored significantly higher than those in their second to fourth or fifth to tenth years on the climate dimensions of responsibility, reward, support, standards, and identity.

On the age variable, there was a significant difference on only the standards dimension, with the higher mean score belonging to faculty 50 years of age and over and the lowest mean score to faculty in the 30-39 age group.

Part time members of faculty scored significantly higher than full time faculty members on the climate dimensions of structure, reward, support, and identity.

Faculty members assigned to teach primarily in the classroom scored significantly higher than members assigned to teach primarily in the clinical setting on the climate dimensions of structure, responsibility, reward, support, and conflict.

The analyses of the data showed that some of the variables identified had a greater impact on perception of climate than did others. When faculty members were classified on the basis of rank there were significant differences in perception on six of the nine climate dimensions. There were significant differences on five dimensions on the variables of hierarchy, experience on present faculty, experience in nursing education,

and assignment. Perception was affected by type of contract on four climate dimensions. Age of member and tenure each had an impact on only one climate dimension.

Following an analysis of the data three conclusions were drawn:

1. Within the parameters of the study, group and organizational characteristics did have an impact on perceptions of climate. When studied on the basis of group and organizational characteristics, statistically significant differences were identified in the responses on the climate dimensions.

2. The independent variables which related to the member's position in the organization had the greatest impact on perception of organizational climate.

3. The impact of group and organizational characteristics was greater on some dimensions of climate than on others.

ACKNOWLEDGMENTS

Appreciation is extended to members of faculty and the examining committee, namely: Dr. A.G. Konrad, Chairman, Dr. J.D. Dennison, Dr. F. Enns, Dr. J.E. Seger and Dr. A.E. Zelmer.

The cooperation of deans/directors and participating faculty members of six Canadian university schools of nursing is acknowledged with gratitude.

TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	CONTEXT	3
	STATEMENT OF THE RESEARCH PROBLEM	7
	Subproblem 1	7
	Subproblem 2	7
	Subproblem 3	7
	Subproblem 4	7
	Subproblem 5	8
	Subproblem 6	8
	Subproblem 7	8
	Subproblem 8	8
	SIGNIFICANCE OF THE STUDY	8
	DEFINITION OF TERMS	11
	ASSUMPTIONS	12
	DELIMITATIONS	12
	LIMITATIONS	13
	ORGANIZATION OF THE DISSERTATION	13
II	REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	14
	INTRODUCTION	15
	THEORETICAL BASIS OF CLIMATE RESEARCH	23
	CONCEPTUALIZATION OF ORGANIZATIONAL CLIMATE	24
	DIMENSIONS OF ORGANIZATIONAL CLIMATE	34
	CONCEPTUAL ISSUES	36
	METHODS OF STUDYING ORGANIZATIONAL CLIMATE	40
	CONCEPTUAL FRAMEWORK	42
	SUMMARY	45

CHAPTER		PAGE
III	RESEARCH DESIGN AND METHODOLOGY	47
	DEVELOPMENT OF RESEARCH PROBLEM	47
	POPULATION SELECTION	48
	Selection of Institutions	48
	Selection of Individual Respondents	49
	INSTRUMENT SELECTION AND DEVELOPMENT	49
	Instrument Selection	49
	Validity and Reliability of the Instrument	55
	Modification of Instrument Items for Present Study	55
	Pilot Study	56
	Personal Data	57
	RESEARCH METHODOLOGY	57
	Data Collection	57
	Analysis of Data	58
	Frequency distributions	58
	Scoring of items	59
	Analysis of variance	59
	SUMMARY	62
IV	DESCRIPTION OF RESPONDENTS	64
	RESPONSE RATE OF RESPONDENTS	64
	DESCRIPTION OF GROUPS OF RESPONDENTS	65
	Classification of Respondents by Age	65
	Classification of Respondents by Experience	66
	Classification of Respondents by Type of Contract	69
	Classification of Respondents by Rank	70
	Classification of Respondents by Tenure	71
	Classification of Respondents by Hierarchy	72
	Classification of Respondents by Assignment	73
	DESCRIPTION OF PARTICIPATING SCHOOLS	74
	Selection Basis	74
	Disruptions in the Faculty	74
	Perception of Climate	75
	SUMMARY	76

CHAPTER		PAGE
V	ANALYSIS OF DATA	80
	HIERARCHY	81
	Subproblem 1	81
	Summary	83
	RANK	84
	Subproblem 2	84
	Summary	91
	TENURE	91
	Subproblem 3	91
	Summary	93
	EXPERIENCE ON PRESENT FACULTY	93
	Subproblem 4	93
	Summary	100
	EXPERIENCE IN NURSING EDUCATION	100
	Subproblem 5	100
	Summary	106
	AGE OF RESPONDENT	107
	Subproblem 6	107
	Summary	107
	TYPE OF CONTRACT	109
	Subproblem 7	109
	Summary	112
	ASSIGNMENT	112
	Subproblem 8	112
	Summary	117
	RELATIONSHIPS AMONG THE INDEPENDENT VARIABLES	118
	VARIATIONS AMONG INSTITUTIONS	120
	SUMMARY	121

CHAPTER PAGE

VI SUMMARY, DISCUSSION OF FINDINGS AND CONCLUSIONS, AND IMPLICATIONS 123

SUMMARY 123

The Problem 123
Review of Literature and Conceptual Framework . . . 124
Research Design and Methodology 126
The Findings 126
Hierarchy 126
Rank 126
Tenure 127
Experience on faculty 127
Experience in nursing education 127
Age groupings 127
Type of contract 128
Type of Assignment 128

DISCUSSION OF FINDINGS AND CONCLUSIONS 128

Subproblem 1 128
Subproblem 2 130
Subproblem 3 132
Subproblem 4 133
Subproblem 5 136
Subproblem 6 137
Subproblem 7 138
Subproblem 8 139
Conclusions 141

IMPLICATIONS 142

Implications for Theory 142
Implications for Practice 144
Implications for Further Research 145

BIBLIOGRAPHY 147

APPENDIX A: INSTRUMENTATION 158

APPENDIX B: CORRESPONDENCE 183

APPENDIX C: COMMENTS OF RESPONDENTS 200

APPENDIX D: DATA SUMMARIZATION 210

LIST OF TABLES

TABLE		PAGE
1	Percentage Response Rate of Participating Faculties . . .	65
2	Distribution of Respondents on the Basis of Age	67
3	Distribution of Respondents on the Basis of Experience . .	68
4	Distribution of Respondents on the Basis of Type of Contract	70
5	Distribution of Respondents on the Basis of Rank	71
6	Distribution of Respondents on the Basis of Tenure	72
7	Distribution of Respondents on the Basis of Hierarchical Level	73
8	Distribution of Respondents on the Basis of Teaching Assignment	74
9	Comparison of Perceptions of Administrative (N=23) and Teaching (N=165) Members of Faculty on Climate Scales .	82
10	Comparison of Perceptions of Members of Faculty of Different Rank on Climate Scales	85
11	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Structure Scale	87
12	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Responsibility Scale . .	87
13	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Reward Scale	88
14	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Support Scale	89
15	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Conflict Scale	90
16	Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Identity Scale	90
17	Comparison of Perceptions of Tenured (N=61) and Non Tenured (N=128) Faculty Members on Climate Scales . . .	92

TABLE		PAGE
18	Comparison of Perceptions of Faculty Members with Varying Amounts of Experience on Present Faculty on Climate Scales	94
19	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on Responsibility Scale	95
20	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Reward Scale	96
21	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Risk Scale	98
22	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Standards Scale	98
23	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Identity Scale	99
24	Comparison of Perceptions of Faculty Members Differing in Years of Experience in Nursing Education on the Climate Scales	101
25	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Responsibility Scale	102
26	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Reward Scale	103
27	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Support Scale	104
28	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Standards Scale	105
29	Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Identity Scale	106
30	Comparison of Perceptions of Faculty Members of Different Ages on the Climate Scales	108

TABLE		PAGE
31	Scheffé Multiple Comparison of Mean Responses of Faculty Members of Differing Ages on the Standards Scale	109
32	Comparison of Perceptions of Full Time (N=168) and Part Time (N=23) Members of Faculty on the Climate Scales	110
33	Comparison of Perceptions of Faculty Members with Differing Assignments on the Climate Scales	113
34	Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Structure Scale . . .	114
35	Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Responsibility Scale	115
36	Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Reward Scale	116
37	Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Support Scale	117
38	Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Conflict Scale	118
39	Summarization of Significant Differences in Mean Responses of Faculty Members on the Climate Scales by Independent Variables	119
40	Overall Mean Scores on Scales and Items	211

LIST OF FIGURES

FIGURE		PAGE
1	Interaction of Leader-Follower-Situation	18
2	A Framework for Studying Leadership	19
3	Organizational Climate as an Intervening Variable	31
4	The Organizational Climate Bridge	32
5	The Relationship of Climate to Other Aspects of an Organization	43
6	Comparison of Mean Scores with Highest and Lowest Mean Faculty Score on Climate Dimensions	77
7	Overall Mean and Means of Six Participating Faculties on Nine Climate Scales	211

CHAPTER 1

INTRODUCTION

Presthus (1965:vii) referred to organizations as "miniature societies in which the dominant values of society are inculcated and sought in a more structured, spatially restricted context." Organizations may be viewed from a systems perspective as subsystems within the larger societal system. The study of how organizations are structured, how they function, and how groups and individuals behave within them is known as organizational theory (Pugh et al., 1969:24).

The study of an aspect of organizations known as organizational climate has been a relatively recent interest for researchers. Most studies of organizational climate have been conducted since the mid 1950's. Organizational climate has been referred to in broad terms such as the "personality" of the organization (Forehand and Gilmer, 1964) or "an umbrella concept" (Hall et al., 1975:226). Organizational climate has been defined much more specifically by Hellriegel and Slocum (1974:256):

> Organizational climate refers to a set of attributes which can be perceived about a particular organization and/or its subsystems, and that may be induced from the way that organization and/or its subsystems deal with their members and environment.

Presthus (1965:95) stated that "contemporary organizations have a pervasive influence upon individuals and group behavior . . . ." Porteous (1977:134-135) added that individuals and groups are not passive like objects, but rather that they interact with their environment, and

are affected differently by their environments. Both personal and organizational variables affect one's perception of a situation. Null (1967:1) referred to climate as the result of interactions among various role participants. He indicated that organizational members of various hierarchical levels interact differently with members of the same hierarchical level than with members of other hierarchical levels. Mars (1969:18) added that "members of an organization in large measure take cues for their behavior within the organizational from the behavioral patterns of the organization's leaders." From the member's point of view this is the interaction between member and the organization (Mehta, 1977:53). Stern (1970:vii) suggested that "the setting is at least as important as the actor . . . ." It is the members' perception of the setting and of the interaction with the setting that is being focused on.

It is important to note that climate studies are based on the perceptions of organizational members. Steers (1977:111) pointed out that people act in accordance with what they believe to be reality, whether it is or is not in fact reality. Lau (1976) stated that perception studies involve "individual filtering processes and interpretation of situational data." Hellriegel and Slocum (1974:256) found that:

> . . . many of the climate studies lack a systematic effort to determine whether perceptions of climate vary significantly when evaluated on the basis of such objective individual measures as age, sex, years of service, organization practices, educational level, and the like.

Herman et al. (1975) studied the effect of both organizational structure and demographic characteristics on employees' responses and perceptions. Although they found both to be of some significance, they concluded

"that the objective indices, particularly those related to the employee's position in the organization's structure, are associated with employee's responses to their work environment." They added:

> If organizational-structural characteristics are more highly related to organizational behaviors than are demographic characteristics in a variety of different organizational settings, then the effect must be related to employees' ability and willingness to adapt to their work environment. These results indicate that employees' primary frame of reference for evaluating work experience is the immediate work setting. . . . the major predictable portion of the variance in their responses toward the organization is not associated with their background characteristics, but rather with the characteristics of their current position in the organization (Herman et al., 1975:230).

Lau (1976:111), in referring to aggregate measures of organizational climate in an organization, suggested that:

> . . . lack of consensus may result from the fact that some groups within an organization do, in fact, have objectively different climates . . . and from the fact that climate, which represents a perceptual phenomenon can be influenced both by individual characteristics and objective situations.

The present research focused on the impact of variables related to members' position in the organization on their perception of the organizational climate. The independent variables included status, rank, assignment, experience, tenure, contract, and age.

The research was conducted in the context of Canadian university schools of nursing.

CONTEXT

Although organizational climate studies have not been uncommon in industry and elementary and secondary schools, relatively few climate studies of Canadian postsecondary institutions were found (Russell, 1974:79).

Universities in general, and university schools of nursing specifically, are unique organizations with some unique needs. Child (1974:11-12) indicated that complex organizations, such as universities, differ from, and have differing needs to, organizations which are simple and stable. He suggested that the complex organizations need coordination which he referred to as links, but that the coordination ought to be flexible rather than highly formalized. Child suggested further that there is a need for more participation in decision making, more delegation of authority and a decrease in formal hierarchy. Parsons (1956) stated that ". . . faculty tend to be a 'company of equals' who have a good deal of responsibility." Hagstrum (1972:4) added that faculty are responsible for the maintenance and broadening of the system. She stated: "They cannot 'blame' the administration for a system which they operate . . . ." She pointed out an administrative dilemma since leadership is expected by faculty members. Although members of faculty desire academic freedom and participation in decision making, they expect the administrator to "articulate the standards and goals of an organization." Perkins (1966:38, 88) identified an administrative dilemma in the need for coordination of services in a university and the need to free faculty from administrative responsibilities on the one hand, and the increasing demand for participation in decision making on the other hand. He suggested, in fact, that distinctions between teaching and administrative faculty will become "increasingly blurred." Dykes (1968), however, found that 51 percent of the faculty members in his study were dissatisfied with the lack of opportunity for participation in decision making. He found further that the reason why faculty

members did not participate was due to external constraints rather than to a lack of interest on their part. He also reported that it was primarily junior faculty members who were limited in participation in decision making.

Referring specifically to schools of nursing Lefebvre (1950), having conducted interviews with faculty members, concluded that the "tone of the institution" was identified through "the degree to which the faculty was aware of current trends in nursing education, and new methods of teaching and of psychological management . . . ." Lancaster (1972), having conducted an opinion survey of nursing faculty, concluded:

> The kind of work done in the past by sister tutors in the traditional nursing school hardly seems to be a realistic basis for decisions regarding the preparation and qualifications appropriate to nurse tutors in the future (Lancaster, 1972:5).

Lutz and Bergthol (1971) agreed that changes in nursing education are inevitable. They stated that innovation and growth must have the interest and involvement of faculty members, as well as encouragement and support from deans. Although university schools of nursing may be thought of as similar to other university departments, they are somewhat unique in at least two aspects:

1. Administrators, teaching faculty and students are almost all females. Bartol and Butterfield (1976:453) noted:

> The implications are far reaching. In the past, perhaps the safest general advice that could be offered a manager who wanted to become more effective was to try to exhibit both high initiating structure, and high consideration leader behavior. Our research suggests that females who become more structuring . . . may actually be perceived as less effective.

2. Faculty members are professionals within the bureaucratic organization of the university as well as other bureaucracies such as

hospitals and public health units with which schools of nursing have contractual relationships. A study of nursing students, conducted by Knox (1971), indicated that the concept student nurses have of their own role is based on their perception of faculty members' roles. The results of the study suggested that:

> Students acquire professional conceptions, sustain service conceptions and reject bureaucratic conceptions during the school experience. Furthermore, a trend toward disillusionment or role depravation seems to start during this period (Knox, 1971:169).

Most professional nursing educators spend at least some of their time in highly bureaucratic organizations. Such a situation may create conflict for faculty members. Clark (1971:95) stated ". . . stress and tension are higher where the job incumbent experiences job-role conflict and ambiguity." Kramer et al. (1972:111) explained that nurses are ". . . socialized into the professional work system, but employed by the bureaucratic work system." Presthus (1962:164-204) identified three types of adaptation to bureaucratic organizations. Most members, he believed, are indifferent. "That is, the member complies with demands of the organization for the rewards he receives." Presthus identified a second mode of adaptation as the "upward mobile" or identification with the organization. The third adaptive mode is the "ambivalent" often adopted by the professional whose commitment is to the profession rather than the organization. Presthus (1962:257) stated:

> While the upward mobile finds the organization congenial, and the indifferent refuses to become engaged, the ambivalent can neither reject its promise of success and power, nor can he play the roles required to compete for them.

Scott (1966:256-275) suggested that there are four major sources of conflict for professionals in bureaucratic organizations. First, the

professional prefers to be directed by her own values and code of ethics rather than the organization's system of rules and regulations. Second, professionals tend to emphasize excellence of performance as opposed to efficiency. Third, professionals resent supervision by those who are not within the profession. The conflict revolves around the issue of authority. Professionals also consider themselves competent to make decisions related to their work. Fourth, the professional's loyalties are primarily to the profession.

STATEMENT OF THE RESEARCH PROBLEM

The purpose of the study was to investigate the effect of organizational and group characteristics on perception of organizational climate in selected Canadian university schools of nursing.

Subproblem 1

How did administrative faculty members differ from teaching faculty members in their perceptions of the organizational climate?

Subproblem 2

How did faculty members of different rank vary in their perceptions of the organizational climate?

Subproblem 3

How did tenured faculty members differ from nontenured faculty members in their perceptions of the organizational climate?

Subproblem 4

How did faculty members who have been on faculty for differing periods of time vary in their perceptions of the organizational climate?

Subproblem 5

How did members with differing lengths of experience in nursing education vary in their perceptions of the organizational climate?

Subproblem 6

How did faculty members of different ages vary in their perceptions of the organizational climate?

Subproblem 7

How did faculty members who were employed on a full time basis differ from faculty members who were employed on a part time basis in their perceptions of the organizational climate?

Subproblem 8

How did faculty members with differing assignments vary in their perceptions of the organizational climate?

SIGNIFICANCE OF THE STUDY

Dessler (1977:29) identified, in general terms, one significant aspect of climate research. He stated that the "first step in developing the 'right' climate is to find out what the climate is now." Fox et al. (1973:129-134) developed the concept of the relevance of assessing organizational climate in greater detail. They suggested that assessment (diagnosis) is important for three reasons:

1. Diagnosis (or assessment) of organizational climate is an initial step in problem solving. "Even when a system is not aware of immediate problems, it can be wise to conduct periodic checks on how and why things are happening as they are" (Fox et al., 1973:129). As a

problem solving technique assessment may be considered a corrective measure.

2. Diagnosis (or assessment) of organizational climate may assist in preventing problems through periodic monitoring of the situation (climate).

3. Assessment of organizational climate may also serve in the process of self renewal within the organization.

> Diagnosis becomes more than something done on occasion to deal with specific problems, or be a check on the health of the system. Diagnosis becomes an ever-present, active orientation in a self renewing system (Fox et al., 1973:133-134).

Bergquist and Shoemaker (1976:8-9) stated:

> Some educators have long been convinced that the milieu or attitudinal climate of the campus is more important than the instructional curriculum. They suggest that the few hours a week spent in the classroom--with the possible exception of the time spent with a few exceptionally dynamic teachers--does not affect students as much as the climate. If this hypothesis is even partially true, the implications for responsible and accountable management of climate are, of course, profound.

For those in position of leadership, an awareness of the climate within the organization would certainly be of benefit. Frederiksen's (1968) study, cited by Campbell et al. (1970:402), indicated that members of an organization changed their methods of work when there was a change in the climate conditions. Enns (1966:26) added:

> It is quite clear that understanding the phenomenon of perception will not give the administrator a set of rules by which to operate. But it will help him to understand more fully the behavior and motives of the people with whom he works. Being able to understand more fully what is happening in a social situation permits the administrator to accept various behaviours more objectively, and to assess the needs and demands of the situation adequately. He is less likely to blunder into inappropriate kinds of action. In short, better understanding makes it possible for the administration to exercise better leadership.

This study added to the theory of organizational climate through an understanding of the effect of selected organizational and group characteristics on perception of climate in nursing faculties. Since the data were analyzed on the basis of group responses to the climate questionnaire, the data offered information about subsystems within a university nursing department. They indicated:

1. the impact of hierarchical levels (administrative or teaching) on perception of climate,
2. the impact of status (rank, tenure) on perception of climate,
3. the impact of experience on perception of climate,
4. the impact of age on perception of climate,
5. the impact of the type of assignment (classroom lecturing or clinical supervision) on perception of climate, and
6. the impact of the type of contract (full time or part time) on perception of climate.

The study also contributed to knowledge about university schools of nursing in Canada. No studies were found which investigated organizational climates in schools of nursing. Sargent (1967:2) suggested that "the only justification for the existence of a school is its ability to educate its students." He added that the climate of the organization affects the quality of education experienced by the students. In nursing education the results could be far reaching. McFarlane (1970) stated:

> Nursing education reflects the state of the profession, and the future of the profession will depend upon it. The education given today will affect patient care tomorrow. This is the true goal of nursing education at any level in any place.

DEFINITION OF TERMS

Organizational Climate: ". . . should refer to the quality of the organization's internal environment, especially as experienced by the insider" (Tagiuri, 1968:26). More specifically,

> . . .climate is an intervening variable, caused by dependent variables such as job activities and organizational structure, and in turn influencing a variety of output variables which are important to the organization as a system as well as to the individual employee (Lawler et al., 1974:140).

Organizational Structure: ". . . those aspects of the pattern of behavior in an organization that are relatively stable and change only slowly" (Simon, 1968:170). Porter et al. (1975:221) added:

> . . . it not only includes the anatomical outlines of the organization--such as its size, shape, number of levels and spans of control--but it also encompasses the basic operating features such as the degree of specification of activity, the extent of concentration of authority, and the type and degree of severity of controls.

Faculty Member: all individuals with academic rank in a teaching or an administrative position in university schools of nursing.

Effects: the impacts or influences of an independent variable on a dependent variable. Effect is a commonly used term in literature related to organizational climate. Hellriegel and Slocum (1974), for example, referred to "organizational characteristics that affect behavior."

Perception: Lawler et al. (1974:139) referred to perception as "subjective impressions." Enns (1966) identified perception as a process of mental categorization of objects and events. Schneider and Hall (1972) stated that "climate perceptions emerge as a result of the

person's numerous activities, interactions, feelings and other daily experiences in his organization."

ASSUMPTIONS

1. It was assumed that the dimensions identified in the literature and in the Litwin and Stringer Climate instrument were indeed appropriate measures of organizational climate.

2. It was assumed that faculty responses to items reflected their actual perceptions of organizational climate.

DELIMITATIONS

1. The study was delimited to one type of organization, namely, university schools of nursing.

2. This study was delimited to selected nursing faculties. After consulting with three members of the Faculty of Nursing at the University of Alberta and examining the characteristics of Canadian schools of nursing (CAUSN Newsletter, 1977) it was agreed, in order to avoid translation problems and in order to control for other variables which might affect the results of the study, to limit the study to Canadian schools of nursing:

(a) in which the basic language used was English,

(b) that offered both a basic baccalaureate program in nursing and also a master's program in nursing.

The above criteria delimited the study to seven university schools of nursing. Six of the schools agreed to participate in the study.

3. The study was delimited to perceptions of faculty members only.

LIMITATIONS

1. The study was limited methodologically to individual responses on a questionnaire instrument.

2. The study was limited to a focus on group means rather than individual responses.

3. The analysis was limited to a focus on group means based upon selected independent variables rather than on a study or comparison of means of individual institutions.

4. The study was limited by insufficient data to analyze the effect of "weather conditions" on climate.

ORGANIZATION OF THE DISSERTATION

This thesis is comprised of six chapters including the introductory chapter in which the focus and context of the study are identified, the research problems are stated, terms are identified, and the study is examined in terms of its limitations, delimitations and significance.

Chapter II contains a review of the theoretical and research literature related to organizational climate. It includes an examination of the theoretical basis of climate studies, various ways in which organizational climate has been conceptualized, conceptual problems and dimensions of organizational climate, and methods of studying organizational climate. Based on the literature a conceptual framework for use in this study is developed.

Chapter III focuses on the research design and methodology. It includes a report on how respondents and institutions were selected, the selection and development of the instrument, and the methodology for data analysis.

In Chapter IV the responses on the personal data are used to describe the respondents on the basis of age, experience, type of contract, rank, hierarchical level, and assignment; and institutions are described on the basis of selection, disruptions which might affect perception of climate, and mean scores and ranges of scores of the participating institutions on the dimensions of climate.

Chapter V includes an analysis of data on the basis of the selected independent variables identified in the subproblems.

In Chapter VI there is a discussion of findings as they relate to findings of other studies. This final chapter also contains conclusions and suggestions for further studies.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The purpose of this chapter is to review literature which relates to: (1) the underlying theories upon which the concept of organizational climate has been developed and defined, (2) variations in the conceptualization of organizational climate, (3) dimensions of organizational climate, and (4) research methods of studying organizational climate; and to outline the conceptual framework used in this study.

INTRODUCTION

Theory may be thought of as a reflection of reality, or as a set of testable propositions based on logical reasoning or on empirical findings. Kerlinger (1964:111) referred to theory as:

> (1) a set of propositions consisting of defined and interrelated constructs,
> (2) setting out the interrelations among a set of variables (constructs) in order to present a systematic view of the phenomena described by the variables,
> (3) explaining phenomena.

"The very nature of theory," he stated, "lies in its explanation of observed phenomena."

Organizational theory has been defined by Pugh (1969:24) as "the study of structure and functioning of organizations and the behavior of groups and individuals within them." Much effort has been invested in the study of organizational theory, e.g., Perrow, 1973;

Steers, 1975. As early as the time of Max Weber, organizations were described with great precision. An organization has been defined as a human system (Herman et al., 1975:206). Porter et al. (1975:69), having reviewed descriptions of organizations by Barnard (1938:75), Simon (1952:1130), Etzioni (1964:xi), Schein (1965:9), etc., concluded that:

> Organizations are composed of individuals and groups in order to achieve certain goals and objectives by means of differentiated functions that are intended to be rationally coordinated and directed through time on a continuous basis.

Herman et al. (1975:206) explained that organizations are able to function and achieve their goals only to the extent that individuals fill positions and carry out activities in the system. Goal achievement, though central, is only part of the concept of organizational effectiveness.

The concept of organizational effectiveness has been widely researched (Steers, 1975). Steers referred to concepts such as efficiency, productivity, profitability or resource acquisition on the one hand, and adaptability, flexibility, satisfaction, and high morale on the other hand, as measures of organizational effectiveness. Productivity involves meeting the purpose for which an organization exists, either to achieve a goal or to provide a service of value to society. Mott (1972:10) referred to "two vital processes" which are necessary to fulfill the purpose of a large organizaton: (1) formal coordination, and (2) adaptation to the internal needs.

Immegart and Pilecki's (1973:102-104) four outcomes of organizational effectiveness are supportive of Mott's proposition. The four outcomes referred to are productivity, integration, organizational

health, and feedback. By integration Immegart and Pilecki (1973:103) referred to an integration of efforts, or a common commitment to a goal. Organizational health was used in reference to the three criteria presented by Bennis (1962:273): (1) Adaptability, "the ability to solve problems and to react with flexibility to changing environmental demands"; (2) A sense of identity, "knowledge and insight on the part of the organization of what it is, what its goals are, and what it is to do"; (3) Ability to test reality--to perceive and integrate accurately the environmental stimuli. Ability to test reality as referred to by Bennis appears to be closely allied to what Immegart and Pilecki (1973:103) referred to as feedback. Immegart and Pilecki suggested that as an organization receives and evaluates feedback from its environment (internal and external) it is "able to maintain a dynamic relationship (state of reciprocal exchange) with its environment." In a similar vein, Blake and Mouton (1964) contended that "organizational effectiveness is achieved when management succeeds in being both production and people oriented." Likert (1967:47) stressed the importance of the well-being of the individuals in an organization and referred to productivity as the natural outcome of members' well-being. He stated:

> The principle of supportive relationships is a general principle which members of an organization can use to guide their relationships with one another. The more fully this principle is applied throughout the organization, the greater will be the extent to which (1) the motivational forces arising from the non-economic motives of members and from their economic needs will be harmonious and compatible, and (2) the motivational forces within each individual will result in cooperative behavior focussed on achieving organizational goals.

Stinson (1976:6) added that organizational growth requires a dynamic interaction not only between leaders and followers, but also of

leaders and followers with the situation or environment. She illustrated the interrelationships between leader, follower, and situation (see Figure 1).

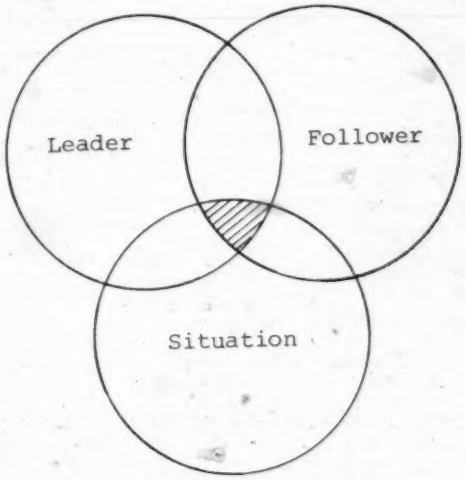

Figure 1

Interaction of Leader-Follower-Situation

One component of the interrelationship is the leader. There has been a vast amount of speculation, research and theorizing on leaders and leadership (Stogdill, 1974). Aspects of study have included traits of a leader, leadership styles, leadership strategies, effects of leader behavior on followers' attitudes, behaviors, productivity, and so on. Dessler (1977:259) gave examples of different types of leaders who were successful with differing groups of followers and under varying circumstances. He suggested Joan of Arc may have been successful largely as a result of her charisma; that Roosevelt's success may have been due to his democratic style of leadership; and that the situation and the needs of the people being led may have accounted for the success of Churchill. The findings of a study by Weed et al. (1976),

investigating the "interaction between leadership style, subordinate personality, and task type," supported Dessler's (1977:260) thesis. Both Weed et al. (1976) and Stogdill (1974) reported that the highest degree of satisfaction with supervision occurred when the leader was both task oriented and people oriented, or when he was high on both production emphasis and consideration.

Throughout his book, Dessler (1977) based his discussion of the interrelationships existent between leader, follower, and situation on an organizational model (see Figure 2) which he referred to as "a framework for studying leadership."

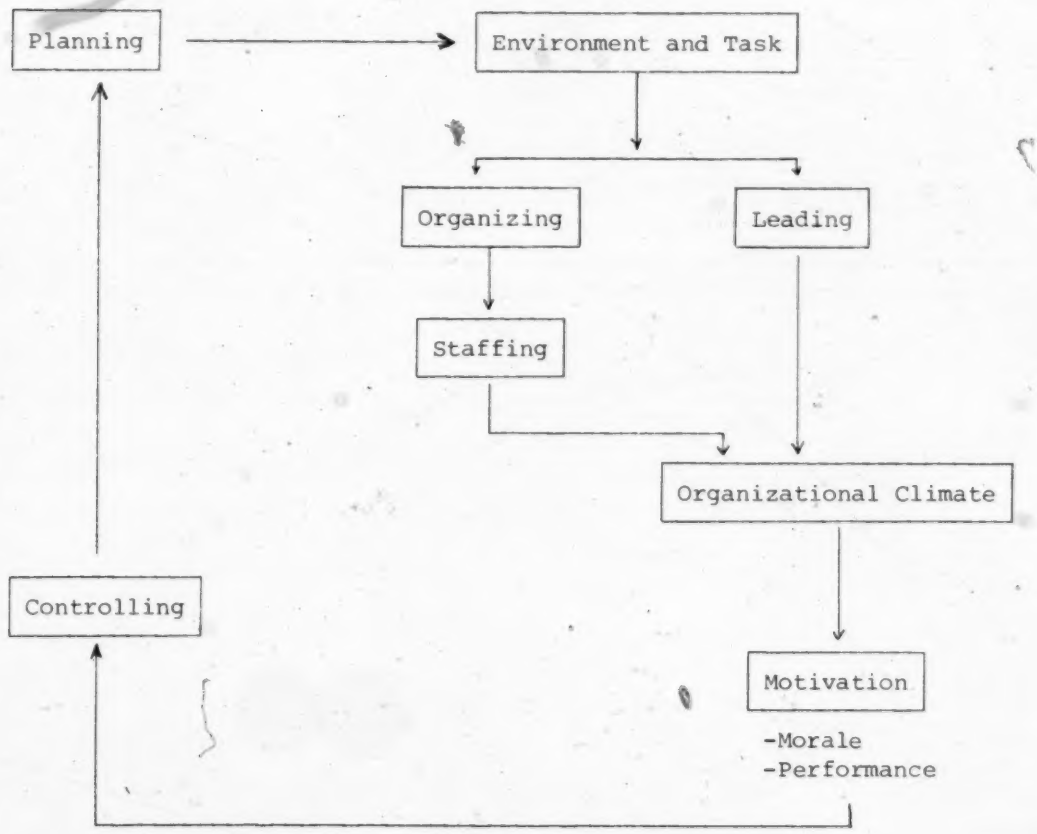

Figure 2

A Framework for Studying Leadership

Dessler (1977) appears to view all organizational activities from the viewpoint of leadership. In the Aston studies (Pugh et al., 1963), organizations were objectively described within the framework of contextual and structural variables. Likert (1967), Argyris (1964), and McGregor (1960) are examples of theorists who have viewed organizations from a humanistic point of view. Their concern has been with the welfare of the organization's members. They have been concerned with the organization's ability to meet the needs of its members. Likert (1961:103) stated:

> The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member in the light of his background, values, desires and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance.

In the leader-follower-situation triad, the characteristics, values, and motives of the followers are as important as are those of the leader. Followers bring with them abilities to meet organizational goals, as well as expectations that the organization will meet their needs. Porter et al. (1975:107) distinguished between organizational needs and goals and individual skills and energies. If there is not a balance between these two components, the organization may dismiss its member, or the member may leave the organization. Similarly, if the follower brings to the organization a need for human interaction, participation, and creativity, and is subjected to rigid, task oriented leadership, the situation may not be tolerable for the follower. House and Wigdor (1967:370), however, suggested that a follower may adapt to unacceptable leadership by developing an acceptable relationship with his

co-workers. Barring the development of a satisfactory relationship, the organizational member may either leave the organization or conform to its pressures. Mars (1969:3) stated:

> Pressures in society that tend to push people toward conformity will be clearly reflected in organizations . . . . Conformity is seen by management as furthering the organization's goals and objectives.

Just as the leader's characteristics, style and orientation are relevant to the leader-follower-situation relationship; so also the follower's need, values, and energies are of relevance to the relationship. Porteous (1977:135) added that both the individual members and the organization are complex systems. He referred to the relationships between individuals and organizations as negotiated. He suggested that man is not simply influenced by his environment, but also affects his environment.

Another component of the leader-follower-situation triad is the situation or context within which both the leader and the follower function and relate to each other.

Hall (1969:65-66) noted that individuals not only react to an occupation on the basis of "learned expectations" but that personal expectations interact with the situation as it is perceived by the individual. He stated:

> A person is continually confronted with an objective situation, which he interprets on the basis of his own learned perceptual framework. . . . The objective situation itself, in terms of a person's status in an organization or within the occupational structure, also affects the reactions of the individual to his work.

Cantril (1963:14) added:

> Our perception depends in large part on the assumptions we bring to any particular occasion. It is, as Dewey and Bentley long ago pointed out, not a "reaction to" stimuli in the environment, but may be more accurately described as a "transaction with" an environment.
>
> This implies that the meanings and significance we assign to things, to symbols, to people, and to events are the meanings and significance we have built up through out past experience and are not inherent or intrinsic in the "stimulus itself."

Situation is a many faceted concept. It could include the societal demands or external environment of the organization. Situation could further include technology, structural and contextual variables (Pugh, et al., 1963). Fiedler (1967:176) referred to three situational factors: (1) position power of the leader, (2) task structure, and (3) leader-member relations.

Organizational climate may be thought of as those aspects of the internal environment (the situation) and of the interaction of the leader-follower-situation as it is perceived by members. Tagiuri (1968: 24) has suggested that "climate is a <u>particular</u> configuration of situational variables." He stated further that climate influences members' behavior. For this reason an understanding of organizational climate is vital to an organization. Each formal organization exists to achieve goals and/or provide services. It must do this in a manner congruent with the value system of its society. Even theorists like Likert and Argyris, though committed to the welfare of the organizational member, conceded that the ultimate purpose of developing communication channels, flexibility, creativity, and commitment is not merely for the welfare of the members, but for the improvement of the organization's effectiveness. Schein (1965:98), for example, stated ". . . the argument is that

systems work better if their parts are in good communication with each other, are committed, and are creative and flexible."

THEORETICAL BASIS OF CLIMATE RESEARCH

Theories such as those developed by McGregor (1960), Argyris (1964) and Likert (1967) have been the basis of interest and research in organizational climate. Gorman and Molloy (1972:1) stated, "The assumptions we make about people guide and direct the way we behave towards them . . . and generally continue to shape organizational structures and practices." Many of the climate research studies described in some detail the theoretical basis underlying the research. Litwin and Stringer (1968), for example, based much of their conceptualization and instrument development on Atkinson's theory and model of aroused motivation. Litwin and Stringer (1968:12) stated:

> These theories [of Lewin, Atkinson, Feather] all state that the tendency to act in a certain way depends on the strength of the expectancy or belief that the act will lead to a particular outcome or goal and on the value of that outcome or goal to the person.

Based on such a view, Litwin and Stringer developed a conceptual framework and an instrument to measure climate. Climate is viewed as the cause for motivation and performance if there is (1) a need for achievement, (2) a need for power, (3) a need for affiliation. They stated (1968:5):

> The concept of climate provides a useful bridge between theories of individual motivation and behavior, on the one hand, and organizational theories on the other. Organizational climate, as defined here, refers to the perceived, subjective effects of the formal system, the informal style of managers, and other important environmental factors on the attitudes, beliefs, values, and motivation of people who work in a particular organization.

Gorman and Molloy (1972) based their conceptualization of organizational climate on the theories of McGregor and Argyris. Based on their belief that individuals interact with each other on the basis of their assumptions about each other Gorman and Molloy (1972:1) stated: "If a supervisor believes that members of his work group are untrustworthy then he will watch them more closely and check up more frequently on their progress than if he feels they can be trusted." Consequently the Gorman and Molloy instrument focused on administrative behavior and organizational constraints as they affect the organizational member.

Stern (1970) based his conceptualization of organizational climate on Murray's theory and model of the interaction of psychological needs of individuals and organizational press. In developing an instrument he found it necessary to assess both needs and press. As a consequence Stern (1970) found it necessary to develop and use two instruments: (1) The Activity Index to measure personal needs, (2) The College Characteristic Index to measure the environmental characteristics.

CONCEPTUALIZATION OF ORGANIZATIONAL CLIMATE

Every organization has an aspect known as internal environment, milieu, institutional atmosphere, psychological or organizational climate. Steers (1977:112) stated:

> . . . our current understanding of organizational dynamics indicates clearly that there is something within an organization's cultural milieu that creates conditions that are conducive to certain attitudes and patterns of behavior. Whether these forces are called climate or something else, their existence and influences on organizational behavior must be recognized and dealt with if organizations are to become more effective in pursuing their chosen objectives.

Some researchers (e.g., Litwin and Stringer, 1968) have suggested that climate may readily be changed, by changing aspects of the organization such as leadership. Tagirui (1968:19), however, related organizational climate to the meteorologist's use of the term climate. Consequently, he identified climate as "the average condition of the atmosphere in a particular locality." Weather, by contrast, was defined as "a single occurrence or event in a series of conditions that constitute the climate." Since climate is referred to as "average conditions" or "seasonal trends," Tagiuri (1968:24) suggested that variations in component elements of climate (weather conditions) will not change the enduring quality of climate.

The concept of organizational climate is widely accepted, although the definition and dimensions are not universally agreed upon (Dessler, 1976:185). Theorists and researchers have used the terms organizational climate, psychological climate of an organization, institutional environment, and organizational atmosphere synonymously (Pace, 1971:5; Small et al., 1976:29).

Organizational climate has been defined in very broad terms such as the personality of the organization (Forehand and Gilmer, 1964), the feel of the employees (Dessler, 1977:286), or "an umbrella concept" (Hall et al., 1975:226). Lonsdale, as cited by Wilson (1966:14), defined organizational climate as "a global assessment of the interaction dimension within the organization, or in other words, of the extent of the task-needs integration." Csoka (1975) added the idea that it is a group property, rather than an individual property. Csoka also suggested that

the global assessment is made by the organization's members. Schneider and Hall (1972:448) supported such a concept. They stated:

> Climate is a perception that results from the numerous wants occurring to and around people and may affect day to day job experience. . . . Climate exists in the perceptions by individuals of their organizational environment.

Having reviewed various climate studies, Lawler et al. (1974:139) concluded: "Most studies do seem to agree that organizational climate can be considered an employee's subjective impression or perception of his organization."

Definitions of organizational climate may be derived from the views that theorists hold of the relationship of climate to other aspects of the organization. Organizational climate may be conceived of as (1) an independent variable, (2) an intervening or moderating variable, or (3) a dependent variable. Hellriegel and Slocum (1974) used such a classification to survey and categorize studies of organizational climate. Aside from being used as a means of classifying research studies, the approach of viewing organizational climate as an independent, intervening or dependent variable is also useful in determining how future research studies may be conducted. If climate is conceived of as an independent variable, it is viewed as the constant variable in the study of organizations. Other aspects of the organization are then believed to be dependent on organizational climate. Kerlinger (1964:39) stated:

> An independent variable is the presumed cause of the dependent variable, the presumed effect. The independent variable is the antecedent; the dependent variable is the consequence.

Most frequently, organizational climate has been thought of as an independent variable influencing the satisfaction of the organization's members (Dessler, 1976:187). Various researchers have studied this

relationship. Pritchard and Karasick (1973) found that satisfaction of workers increased when managers were perceived to be supportive. Kaczka and Kirk (1968) reported increased satisfaction on the part of workers in an employee centered climate. Cawsey (1973) concluded from his study that satisfaction increased when individuals perceived the environment as having achievement opportunity. Friedlander and Margulies (1969) also found that organizational climate affected job satisfaction. They found in addition, however, that the member's values had an effect on the relationship. Forehand and Gilmer (1964) suggested that the environment affects individual members in three ways: (1) the member's perception of the environmental stimuli. This includes both positive stimuli such as goals to be achieved, and negative stimuli such as economic constraints on the organization; (2) the constraints upon the member's freedom. Both management and structure are viewed as potential constraints upon freedom; and (3) the organization's system of rewards and punishment.

Organizational climate is thought not only to affect job satisfaction but also productivity. Again, the hypothesis has been confirmed by numerous studies. Costley, Downey and Blumberg (1973) found that if a climate was perceived to be achievement and reward oriented, members tended to behave in a way that would lead to achievement and reward. Hand, Richards and Slocum (1973) noted that management perceived increased performance with an increase in participation. Kaczka and Kirk (1968) found that there was a general increase in performance in an employee centered climate. Hellriegel and Slocum (1974) suggested that the relationship between climate and performance was more tenuous

than the relationship of climate and satisfaction. The dimension responsible for the effect on both satisfaction and productivity may be management alone. Marrow, Bower and Seashore (1967) studied the climate perceptions of middle management and supervisors. They noted that a change in the management with an emphasis on increased participation resulted in increased production, declining costs, decreased turnover, and decreased training time. Litwin and Stringer (1968) also reported that leadership styles tended to affect the scores in their study. They found that an "authoritarian climate" led to decreased satisfaction and decreased productivity; a "friendly climate" resulted in increased satisfaction but decreased productivity; and an "achievement climate" was related to an increase in both satisfaction and productivity. Batchler (1977) found that behavior of school administrators changed in a simulated setting as climate was manipulated from innovative to rules oriented and from permissive to close supervision.

While some have conceptualized organizational climate as an independent variable affecting employee's job satisfaction and productivity, others have viewed organizational climate as the dependent variable. Kerlinger (1964:39) stated:

> The dependent variable, of course, is the variable predicted to, whereas the independent variable is predicted from. The dependent variable, Y, is the presumed effect, which varies constantly with changes or variation in the independent variable, X.

Lawler, et al. (1974:140) stated:

> Given the apparent significance of organizational climate with respect to job satisfaction and performance, it would seem important to identify the determinants of organizational climate. Only if these determinants are known will it be feasible to initiate change within organizations which will result in a more productive and satisfying climate. The research on attitude formation suggests

> that people's perceptions of an organization's climate should be related to the psychologically important characteristics of the objective environment which exists in the organization. Research has also shown that the important aspects of the work environment include the interpersonal style of the leaders, the nature of the interpersonal relationship among peers, the nature of the job, the structure of the organization, and the reward system.

Organizational climate may be studied as the variable dependent on organizational dimensions such as leadership behavior, organizational structure, and technology. Litwin and Stringer (1968), by varying leadership styles in simulated organizations, were able to observe the effect that leadership had first on creating three different climates, which then resulted in differences in motivation, performance and satisfaction.

In a number of studies, using the Likert instrument, climate was viewed as the dependent variable and training programs were the independent variables. The findings indicated that training programs and T-group programs did indeed have an affect on members' perception of climate. In studies using climate as the dependent variable and using the Litwin and Stringer instrument it was generally the leadership or aspects of leadership process which were considered the independent variable. Other researchers used aspects of the organization's structure as the independent variable. Stimson and LaBell (1971), for example, found that an increase in structure and centralization in a school caused teachers to perceive their organization's climate as closed. George and Bishop (1971) had similar results in their study. Schneider and Bartlett (1970), Schneider and Hall (1972) and Stimson and LaBell (1971) all found that perceptions of climate were different for organizational members at different levels in the organization's hierarchy. Findings such as

these have caused some to wonder if there is one or perhaps if there are numerous climates in an organization (Johannessen in Hellreigel and Slocum, 1974:256).

It is conceivable that individuals at different levels of the hierarchy, in different formal or informal groups, with varying degrees of involvement and commitment would not have identical perceptions of leadership behavior, organizational constraints, and so on. Although climate is a group concept, it is questionable whether there is only one group in an organization. Evans (1976:139) stated:

> Organizational members performing different roles tend to have different perceptions of the climate, if only because of (a) a lack of role consensus, (b) a lack of uniformity in role socialization, and (c) a diversity in patterns of role-set interactions. . . . Members of different organizational subunits tend to have different perceptions of the climate because of different role-set configurations, different subgoals, and different commitments to the goals of the organization as a whole.

Organizational climate is not always conceived of as a dependent or as an independent variable, but may rather be conceived of as an intervening or moderating variable. In this respect organizational climate has been referred to as a "go between" or "link" (Dessler, 1976:190), a "bridge" (Dessler, 1977:287), or a "filter" between organizational characteristics such as structure, technology, leadership style, and aspects of members' feelings and behavior such as motivation, satisfaction, performance (Litwin and Stringer, 1968:43). Kerlinger (1964:44) suggested that "Intervening variables are terms invented to account for internal and directly unobservable psychological processes that in turn account for behavior." Dessler (1976:184) developed a model (see Figure 3) for organizational analysis, illustrating organizational climate as an intervening variable. In his model Dessler depicted

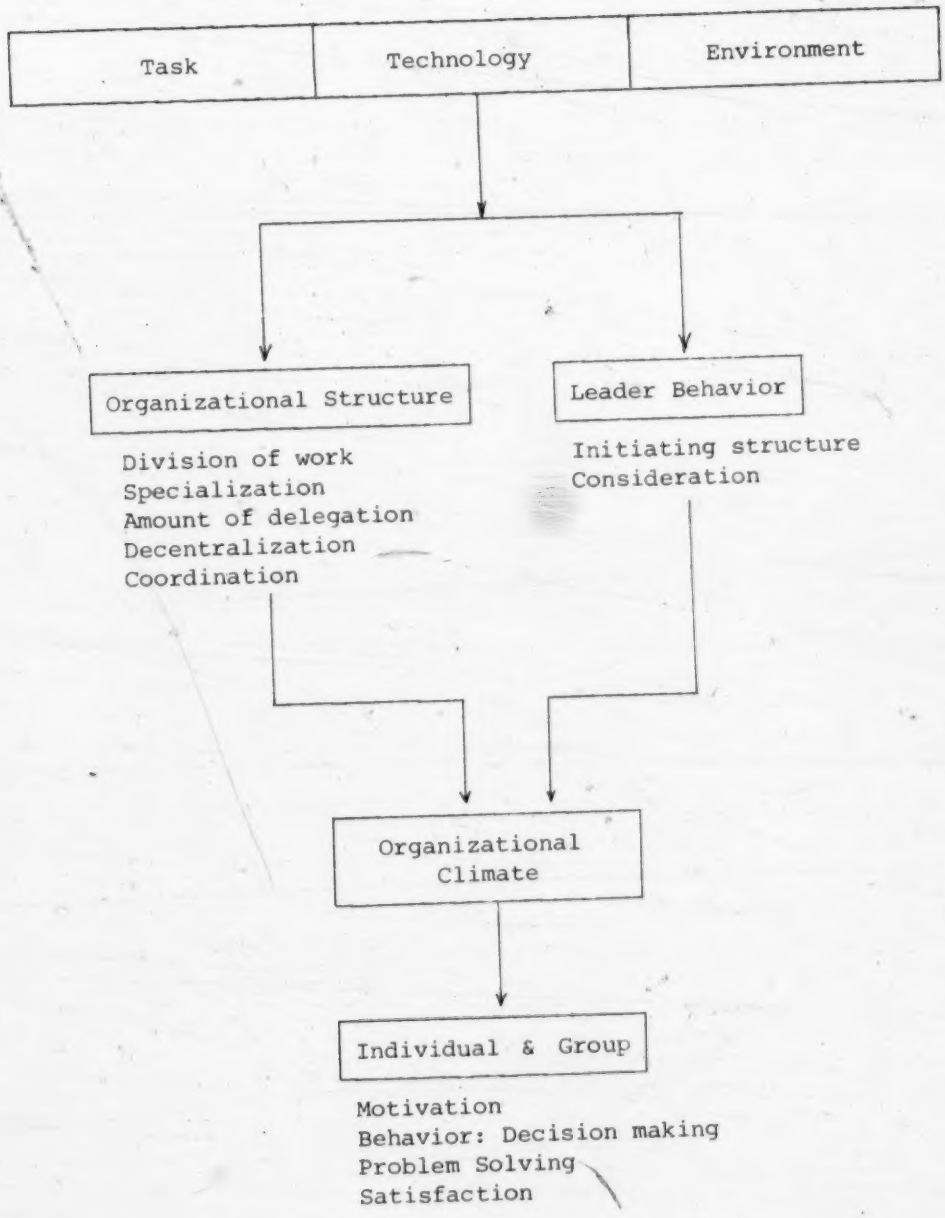

Figure 3

Organizational Climate as an Intervening Variable

organizational climate as a variable intervening between organizational structure and leader behavior on the one hand, and motivation, behavior and satisfaction of individuals and groups on the other hand. Dessler (1977:287) also developed a bridge model of organizational climate (see Figure 4).

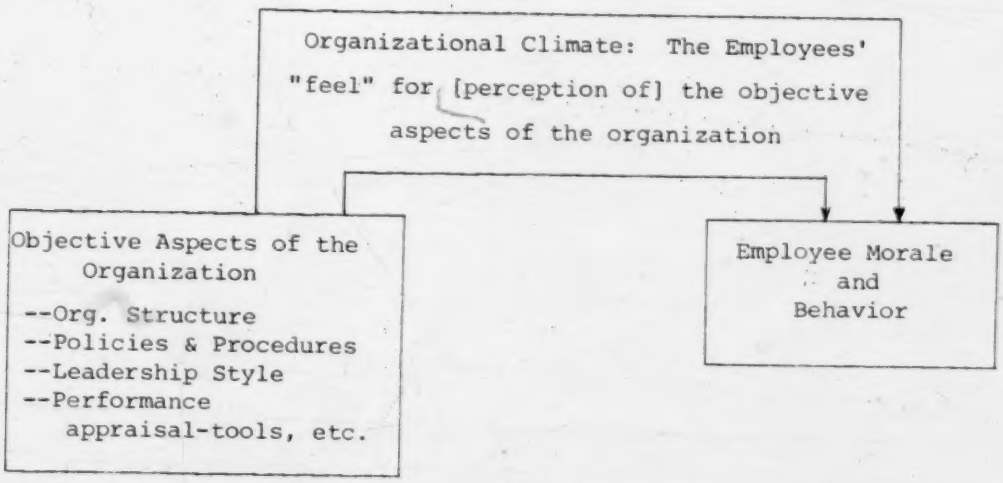
Organizational Climate: The Employees' "feel" for [perception of] the objective aspects of the organization
Objective Aspects of the Organization
--Org. Structure
--Policies & Procedures
--Leadership Style
--Performance appraisal-tools, etc.
Employee Morale and Behavior

Figure 4

The Organizational Climate Bridge

In this model Dessler again viewed organizational climate as an intervening variable. He depicted organizational structure, policies and procedures, leadership style, and system for reward or punishment as the independent variables affecting climate. The dependent variables in Dessler's model were employee morale and behavior. The model suggested that organizational structure, policies, leadership style and reward-punishment procedures do not have a direct effect on morale and behavior, but rather that they effect morale and behavior indirectly

through the intervening variable of organizational climate. Lawler et al. (1974:140) defined organizational climate as:

> . . . an intervening variable, caused by independent variables such as job activities and organizational structure, and in turn influencing a variety of output variables which are important to the organization as a system as well as to the individual employee.

As an intervening variable, Litwin and Stringer (1968:43) referred to organizational climate as a moderating influence on, or a filter between organizational realities and member behavior. Hellriegel and Slocum (1974) reported several studies in which climate was conceived of as an intervening variable. In a study by Marrow et al. (1967) it was noted that a change in top management, rewards, training programs (independent variables), resulted in a change of climate among middle management members as identified by the Likert climate instrument. The change in climate (intervening variable) was accompanied by increased productivity, decreased costs, and decreased employee turnover (dependent variables). Litwin and Stringer (1968), using Form A of the climate instrument they developed, identified various types of organizational climates as intervening between leadership style (independent variable), and satisfaction, productivity, innovativeness, and a positive attitude toward the group (dependent variables). Hand, Richards and Slocum (1973), using training programs (independent variable) for middle managers, found that if the organization was perceived as consultative by members who had participated in the training programs, there was an improvement in performance (dependent variable).

The method of studying climate will depend somewhat on whether organizational climate is conceived of as an independent, intervening, or dependent variable.

DIMENSIONS OF ORGANIZATIONAL CLIMATE

Hellriegel and Slocum (1974) suggested that although organizational climate may be viewed from a very broad range of dimensions, most researchers of organizational climate have confined themselves to a core of variables. They stated that organizations consist of people, structures, tasks, and technology, and that climate research has confined itself to people first and structure second. Halpin and Croft (1968), for example, classified climate as open or closed depending on the human interaction patterns within the organizations. Herman et al. (1975:206) supported the view that human interaction is the single most important aspect of organizations. They suggested:

> Organizations are human systems. Though an organization may be characterized by its physical structure, it functions only when the people filling each structural position act and interact.

Hellriegel and Slocum (1974:261) stated that in most climate instruments there was strong emphasis on people, moderate emphasis on structure, moderate or slight emphasis on task, and slight or no emphasis on technology. An explanation for confining climate studies mainly to interaction may be that perceptions and behaviors are thought to be affected primarly by interactions with peers and leaders.

Other researchers (e.g., Gorman and Molloy, 1972; Lawrence and Lorsch, 1969; Litwin and Stringer, 1968) have included a broader range of dimensions. Litwin and Stringer, for example, added structural variables to human interaction dimensions. Campbell et al. (1970:400), referring to Indik's (1965) research, warned:

> . . . focusing prematurely on independent variables that are too distant from the behavior of interest may obscure meaningful relationships or lead to explanations for "significant" results that are misleading. In contrast, focusing only on psychological processes as antecedents prohibits being able to specify what organizational characteristics are responsible for the behavioral effects.

Tagiuri (1968:14, 21) added:

> . . . the question then arises as to what should be included in the concept of environment; what elements or aspects of the environment should be focused on.
>
> In principle just about anything makes a difference to behavior, yet to include everything is not useful, in either the objective or the subjective case . . . .
>
> One needs, therefore, to be somewhat arbitrary in order to settle the matter at all.

Campbell et al. (1970:393) examined the conceptualization and instrument development in four major studies in the area of organizational climate. The instruments examined were those of Litwin and Stringer (1968), Schneider and Bartlett (1968), Kahn et al. (1964), and Tagiuri (1961). Campbell et al. (1970) found that each included some aspect of the following five core dimensions:

1. Individual autonomy, referred to individual responsibility, independence, rules orientation, and initiative. Campbell et al. (1970: 393) stated that "the keystone of this dimension is the freedom of the individual to be his own boss and reserve considerable decision making power for himself."

2. The degree of structure imposed upon the position, included leader behavior such as initiating structure, supervision, and directions. Campbell et al. (1970:393) stated that "the principle element is the degree to which the objectives of, and methods for the job are established and communicated to the individual by superiors."

3. Reward orientation, included promotion and recognition practices, as well as an achievement emphasis.

4. Consideration, warmth, support, referred to aspects of consideration and trust on the part of the leader.

5. The group, referred to cooperativeness, tolerance of conflict, interpersonal peer relationships, and an honest, open relationship among peers.

The Litwin and Stringer (1968) instrument, selected for the present research, included the core dimensions identified by Campbell et al. (1970).

CONCEPTUAL ISSUES

Lau (1976) identified five areas of concern in the conceptualization of organizational climate.

1. There are those who contend that organizational climate is comprised of both organizational and personal variables. Lau (1976) stated that perception studies involve "individual filtering processes and interpretation of situational data." He concluded that such studies reflect both the individual and situational characteristics. The interactionist hypothesis is based on a belief that organizational behavior is a joint function of individual and situational factors as opposed to the personalist or situational view. Lau cited studies which indicate that organizational climate perceptions vary on the basis of age, sex, tenure, education, job type, and job level. Lau concluded: "It appears necessary to use both individual and group level data to study the impact of organizations upon their members." Forehand (1968) added

that organizational climate involves at least three sets of variables: (1) environment, (2) personal, and (3) outcome. He defined climate as a concept referring to a configuration of environmental conditions experienced by participants and influencing their behavior. He suggested that climate may be viewed as an interaction between environmental and personal variables. Such a concept is the basis of Pace and Stern's (1958) needs-press model based on Murray's (1938) alpha-beta press model.

Other researchers of organizational climate emphasized group membership rather than individual characteristics. Sells (1968:87) for example, stated:

> . . . organizational climate appears to be a function of the cultural patterns of organizations and to include those generalized orientations of members which are (a) shared by a majority of members of a unit, (b) acquired in relation to factors specific to the organizational situation.

He stated further that subsystems rather than systems may have unique climates (or consensus of climate perceptions). Herman and Hulin (1972), following their study, concluded that perceptions of organizational climate and job attitudes were related more to the employees' location in the organization than to their other personal characteristics. They concluded that organizational climate studies should be descriptive and organizationally oriented rather than evaluative and individually oriented. Hellriegel and Slocum (1974) agreed that "the units of analysis tend to be attributes of the organization or specific subsystems rather than the individual." They suggested that it be assumed that individuals within a given subsystem or hierarchical level would have similar perceptions about their climate. Tagiuri (1968:24-25) added that climate is:

> . . . a particular configuration of situation variables . . . phenomenologically external to the actor who may, however, feel he contributes to its nature . . . . It is based on characteristics of external reality.

2. The redundancy question remains a problem for researchers of organizational climate. According to Hellriegel and Slocum (1976:263) "job satisfaction often varies according to the subject's perception of his organization's climate." In response to such a statement Johannesson (1973) and Gurion (1973) suggested that organizational climate is in fact redundant with job satisfaction. That is, that they measure the same thing and have the same dimensions. La Follette and Sims (1975) addressed the issue of the similarity or redundancy of organizational climate and job satisfaction. They researched the correlations of items in the Litwin and Stringer (1968) Climate Questionnaire, the House and Rizzo (1972) Organizational Practices Questionnaire, the Smith, Kendall and Hulin (1969) Job Description Index, and a Job Performance Evaluation. They concluded (1975:275-276):

> The fact that organizational climate and satisfaction are related in some manner is patently clear from the literature (Hellriegel and Slocum, 1974), and has again been confirmed by this study. Yet, whether one accepts the redundancy assumption or the causality assumption remains largely a matter of subjective judgement.

Hellriegel and Slocum (1974:256) suggested that there is a very fine distinction between climate and satisfaction. They stated that instruments to measure climate describe the environment, while satisfaction instruments evaluate it. Because of the close relationship they suggested it is expected that there would be overlap of the dimensions of climate and satisfaction. Organizational climate is considered the cognitive description of organizational realities as perceived by organizational

members, while job satisfaction is affective evaluation of these same organizational realities after they have been filtered through the member's perception.

It has been a fairly common assumption that climate affects satisfaction. Results of studies have supported the assumptions. Johannesson (1973:142), however, suggested that "description of one's environment or situation is directly affected by the satisfaction with the environment." Hellriegel and Slocum (1974:257) suggested that "it is premature to assert that job satisfaction causes climate or climate causes job satisfaction." Yet if organizational climate is viewed as an independent variable it is assumed to be a causal factor. Lau (1976), referring to Schneider's (1975) explanation, noted that (a) job satisfaction studies are evaluative, whereas organizational climate studies are descriptive; and (b) job satisfaction studies analyze individual responses, whereas climate studies analyze organizations (systems or subsystems).

3. The level of analysis question relates to the problem of averaging all responses for a total organization. Lau (1976) contended that there may be a lack of consensus because "some groups within an organization do, in fact, have objectively different climates." As a result it may be of value to identify the climate in groups (subsystems) rather than averaging all responses.

4. Lau (1976) questioned whether organizational climate should be studied by objective or subjective measures or by a combination of these. Objective climate assessment includes measures which may be observed directly or identified objectively like size, structure, levels of

hierarchy, and so on. Subjective climate assessments are based upon indirect measures such as perception.

5. The problem of identifying climate dimensions addresses the issue of which dimensions are descriptive and organizationally oriented rather than evaluative and individually oriented. Lau (1976:15) suggested that the dimensions "should permit relatively homogeneous descriptions within an organization, but allow the researcher to describe the characteristics of different organizational entities."

METHODS OF STUDYING ORGANIZATIONAL CLIMATE

The way in which organizational climate is researched depends largely on the researcher's conceptualization of the term. Russell (1974:80-81), for example, suggested that the study of organizational climate may be approached in three different ways. He suggested first that organizational climate may be measured objectively. The implication is that organizational climate is dependent upon those aspects of an organization which can be observed. For Pugh et al. (1969), this might have meant observation of the organization's structure. For Astin and Holland (1961) it might have consisted of a study of member's behavior. In either case, an outsider (researcher) might, by observing and describing specific aspects of an organization, assume that he is describing that organization's climate. Forehand and Gilmer (1964) referred to the observation research as "field studies." The objectivity of a field study would be an advantage over other more subjective studies. However, in measuring the objective characteristics (structure, technology, context) of an organization, the assumption may be made that structural or technical

measures of an organization without individual or group interpretation, are adequate measures of organizational climate. Hellriegel and Slocum (1974: 260) noted that although objective measurements have the advantage of accuracy and reliability, they have three distinct disadvantages: (1) variables are often so numerous that interpretation becomes difficult; (2) variables do not indicate clearly how objective aspects of an organization affect its functioning; (3) objective aspects may be expected to affect behavior only indirectly as perceptions of a situation directly affect behavior.

Russell (1974:260) referred to a second approach to the study of organizational climate as a description, by the organization's members, of their own activities. The Inventory of College Activities, for example, was used by students to describe their own activities and behavior. Self descriptive studies are based on the assumption that certain types of individuals are attracted to certain specific organizations (Russell, 1974:81). Self descriptive studies appear to be based on two other assumptions as well: (1) that "students' behavior . . . will be influenced by environmental stimuli," and (2) that an assessment of students' behavior is an accurate assessment of the environmental stimuli. In other words, it assumes that by assessing the outcomes of organizational climate, as behavior, satisfaction, productivity, the actual climate is described.

Another approach to the assessment of organizational climate is through the perception of participants (Russell, 1974:81; Forehand and Gilmer, 1964). A study may focus on the perceptions of various groups such as managers, employees, or clients. In an educational institution it may be the perceptions of students, faculty or administrators. Pace's College and University Environment Scales is an example of an instrument

which assesses organizational climate through the perceptions of students. Hellriegel and Slocum (1974:260) have suggested:

> To the extent a climate researcher has a strong interest in understanding and anticipating the human component within organizations it is probably desirable to employ perceptual measures.

Because people behave in accordance with their perceptions it is their perceptions which provide the reality of the situation for them (Lorsch and Morse, 1974:69).

Forehand and Gilmer (1964) referred to another method as the experimental method in which determinants of climate are manipulated to assess the effect of the change on the climate of the organization, as to the ease or difficulty with which climate may be changed. Litwin and Stringer (1968), for example, manipulated leadership styles to determine the effect of various styles of leadership on organizational climate.

CONCEPTUAL FRAMEWORK

For the purpose of this study the definitions used by Hellriegel and Slocum (1974), Lawler et al. (1974) and Steers (1977) were useful.

> Organizational climate refers to a set of attributes which can be perceived about a particular organization and/or its subsystems, and that may be induced from the way that organization and/or its subsystems deal with their members and environment (Hellriegel and Slocum, 1974:256).

> . . . climate is an intervening variable, caused by independent variables such as job activities and organizational structure and in turn influencing a variety of output variables which are important to the organization as a system as well as to the individual employee (Lawler et al., 1974:140).

> When we discuss the concept of organizational climate, we are talking about the perceived properties or characteristics found in the work environment that result largely from actions taken consciously or unconsciously by an organization and that presumably affect subsequent behavior (Steers, 1977:100-101).

The model proposed by Dessler (1976:176) formed the basis for identifying the relationship of organizational climate to other aspects of the organization (see Figure 5). Conceptually climate was viewed as the intervening variable between objective organizational structures and processes (independent variables), and attitudes and behaviors of organizational members (dependent variables).

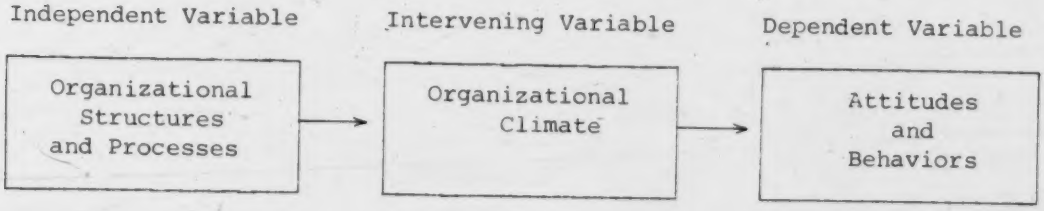

Figure 5

The Relationship of Climate to Other Aspects of an Organization

Although this model was useful for the purpose of conceptualizing organizational climate as it related to other aspects of organizational structure and process, this study focused only on the effects of selected aspects of organizations on organizational climate. Thus climate was studied as a variable dependent on the independent variables of structure and process.

Litwin and Stringer (1968:42-43), referring to realities of an organization such as structure, leadership, policy practices, decision making processes, stated:

> The realities of the organization are understood only as they are perceived by members of the organization, allowing climate to be viewed as a filter through which objective phenomena must pass.

For the purposes of this study, organizational climate was viewed as a perceptual phenemonon. Steers (1977:100) referred to "the perceived properties or characteristics found in the work environment." Tagiuri (1968:25) stated "It [climate] is in the actor's or observer's head, though not necessarily in a conscious form, but it is based on characteristics of external reality." Forehand and Gilmer (1964:364) suggested that "causal variables (structure, objectives, supervisory practices, etc.) interact with personality to produce perception." Although Herman et al. (1975:228-229) agreed that climate perception was affected by both personal and environmental characteristics, results of their study led them to conclude that:

> . . . objective indices, particularly those related to the employee's position in the organization's structure, are associated with employee responses to their work environment . . . employee's primary frame of reference for evaluating work experiences is the immediate work setting.

Schneider (1972:212) agreed that "employees at different hierarchical levels do not tend to agree on the climate of their agency." Evan (1968:113) suggested that these perceptual differences may be due to "(a) a lack of role consensus, (b) a lack of uniformity of role socialization, and (c) a diversity in patterns of role-set interactions."

Organizational climate was further viewed as a shared perception. La Follette and Sims (1975:261) defined organizational climate operationally as "the sum of the perceptions of individuals working in that organization." If organizational climate is measured by perceptions, it must be "filtered" through individuals. The individual's experiences will affect his perceptions. Herman, Dunham, and Hulin (1975) concluded that members' responses to their work environment were affected primarily

by a member's position in the organization's structure. The characteristics studied were those which identified the individual as part of a group (subsystem). Tagiuri (1968:28) stated that organizational climate "is capable of being shared (as consensus) by several persons in the situation (the group), and it is interpreted in terms of shared meaning (with some individual variation around a consensus)." Litwin and Stringer (1968:66) defined organizational climate operationally as "the sum of the perceptions of individuals working in that organization [subsystem or group]." Herman et al. (1975:231) stated: "employees in a particular work situation are responding psychologically in a highly consistent fashion."

SUMMARY

Based on a review of the theoretical and research literature related to organizational climate a conceptual model was developed for this study.

In a broad sense organizational climate was viewed as an intervening variable influenced by organizational structures and processes and, in turn, influencing attitudes and behaviors of organizational members. In this research, however, the dimensions of organizational climate were studied only as the variable affected by the independent variables of group and organizational characteristics.

Organizational climate was conceptualized as perceptions of organizational structures and processes. Since climate perceptions are based on actual practices in an organization, the perception may be shared by members experiencing the same system or subsystem. Consequently, organizational members who are separated by factors such as hierarchical

levels, rank, status and work assignment, may vary in their experiences and in the resulting perceptions of climate. These were among the variables examined in this study.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The four major aspects of this chapter are: (1) development of the research problem, (2) population selection, (3) instrument selection and development, and (4) research methodology.

DEVELOPMENT OF THE RESEARCH PROBLEM

Recent studies, such as those by Herman et al. (1975), Forehand and Gilmer (1964), Porter and Lawler (1965), indicated that employees' description of their work environment is positively correlated with their position in the organization.

This study focused specifically on the impact of selected group characteristics on perception of climate. Most of the selected characteristics related to the group member's position within the organizational structure.

Johnston (1976) attempted to verify differences in individual-organizational relationships and to determine the factors which accounted for the differences. He found that time with the organization affected responses. Those members who had been with the organization for more than three years perceived the climate as more functional and supportive than did members who had been with the organization for less than two years. He also found that those who had been with the organization for a longer period of time tended to be higher in the hierarchy and more comfortable in interacting with their superiors. Payne and Mansfield

(1973:525) found that those members who were higher in the hierarchy perceived their organization as: (1) less authoritarian, (2) more stimulating, (3) more friendly, and (4) more inclined to be innovative. Porter and Lawler (1965) also found that hierarchical level affected job perceptions. These and other similar findings led to the research problem: How do specific group characteristics such as position, status, security, experience, length of time with the organization, age, type of contract, and major responsibilities effect faculty members' perception of organizational climate in university schools of nursing?

Consideration was given to those variables which might be significant to position within the organization of faculty members of university schools of nursing. Many of the variables, such as age, experience, rank, status, tenure, and major responsibility were common to other university departments. The variable of clinical or classroom teaching may be somewhat more unique to departments which have practicums.

POPULATION SELECTION

Selection of Institutions

On the basis of interaction with faculty members from the faculty of nursing and department of educational administration at the University of Alberta it was agreed to conduct the research in selected Canadian university schools of nursing. The schools of nursing were selected on the following criteria:

1. English speaking. Schools using only, or primarily, the French language were eliminated in order to avoid the problems of translation and interpretation.

2. Having a master's program. It was believed that this criterion would facilitate the selection of schools with a greater proportion of faculty with preparation at advanced levels, and at associate or full professor ranks. A Canadian Association of University Schools of Nursing Newsletter (1977) provided the information necessary for identifying schools with a master's degree program.

Seven Canadian university schools of nursing met the criteria of language and program. Letters requesting permission to conduct the study were written to the deans/directors of these schools (see Appendix B). Subsequent telephone calls to the deans/directors were made to clarify the purposes of the study. Six of the selected schools agreed to participate in the study; the seventh school declined because of their involvement in a major evaluation of their program.

Selection of Individual Respondents

All members of the faculty of the participating schools were invited to participate in the study. These included: administrative and teaching faculty, full time and part time faculty, as well as faculty assigned to clinical teaching only and those who spent some or all of their time in lecturing, researching, etc.

INSTRUMENT SELECTION AND DEVELOPMENT

Instrument Selection

Several climate instruments were examined. Halpin and Croft (1963) developed the Organizational Climate Description Questionnaire for their study of elementary school climates. The instrument, though widely used, was confined to social interaction dimensions of an organization.

After using the Halpin and Croft Organizational Climate Description Questionnaire in his own research, Andrews (1965:332) concluded:

> Assessment of the evidence presented supports the conclusion that the overall climate categorization may be considered only as descriptions of commonly occurring patterns of principal-staff interactions or leadership. The term "organizational climate," however, is so much broader than the actual measures as to be quite misleading. Further, the concepts "open" and "closed," applied by analogy from psychology, appear to have little meaning, except in terms of the description of the profiles they represent.

He suggested that there may be more value in examining the dimensions of climate within the organization rather than in labelling the climate.

Borrevik (1972) used the Halpin and Croft (1963) instrument to develop the Organizational Climate Description Questionnaire--Higher Education for use in academic departments in colleges and universities. The subtests resembled those in the Halpin and Croft (1963) instrument. Both instruments were confined to the measurement of social interaction in organizations.

Pace (1968) also developed an instrument to measure the climate of a college or university. The College and University Environment Scales was designed to use students' perceptions as a measure of the organizational climate.

Litwin and Stringer's (1968) Climate Questionnaire (Form B) appeared to be a useful instrument and was selected for use in this study since it covered a fairly wide range of dimensions, including the dimension of organizational structure. Based on their review of literature and on theorizing, Litwin and Stringer attempted to develop a measurement of climate. Open ended questions were sent to various members of the General Electric Company. The responses were analyzed and

forty-four items in eight categories were isolated by judges experienced in content analysis. Due to lack of agreement one category was dropped and two were combined. Thirty-one items in six categories formed the basis of the initial Climate Questionnaire (Form A). The scales consisted of:

1. Structure--the feeling the workers have about the constraints in their work situation; how many rules, regulations, and procedures there are.
2. Responsibility--the feeling of "being your own boss," not having to double-check all of your decisions.
3. Risk--the sense of riskiness and challenge in the job and work situation.
4. Reward--the feeling of being rewarded for a job well done; the emphasis on reward versus criticism and punishment.
5. Warmth and Support--the feeling of general good fellowship and helpfulness that prevails in the organization.
6. Conflict--the feeling that management isn't afraid of different opinions or conflict; the emphasis placed on settling differences here and now.
7. Expected approval--the degree of approval or disapproval he would most likely receive for this action in his organization (Litwin and Stringer, 1968:67-68).

In order to evaluate the consistency of the scales the questionnaire was administered to various business and university personnel. Following the studies and factor analyses, Litwin and Stringer (1968:69) stated:

> Considering the early stage of development, it was felt that most scales showed a reasonable degree of consistency. However, two scales, responsibility and conflict, did not meet with the researchers' standards for consistency . . . . A considerable amount of scale overlap was demonstrated . . . . In general, some revision of items and rearrangement of items in the scales seemed to be called for.

Litwin and Stringer (1968:79), in defence of their original instrument, added:

> Although several problems are raised by the prelimary studies just described, it seems that a useful measure of organizational climate has been created . . . . initial measure has been shown to possess fair scale properties and several studies have established reasonable validity for the measure generally consistent with the theoretical model.

The objectives of an improved questionnaire were: (1) to reduce the overlap of scales, (2) to clarify the scales in the original questionnaire, and (3) to add scales which had been identified by the research. Litwin and Stringer (1968:80, 81) discussed how they attempted to meet their objectives. To reduce the overlap among scales, items which caused the overlap were assigned to the scale with which there was the highest correlation, and items which correlated similarly on two scales were either omitted or rewritten so that they would be specific to one scale. To increase the clarity of the scales, experts in content analysis were asked to analyze the items and the scales. Some items were rewritten as a result of the process. Also, the warmth and support scale was divided into two scales, "one describing the quality of warmth and friendliness, and the other describing the amount of task-related support and encouragement experienced" (Litwin and Stringer, 1968:80).

On the basis of their studies, the researchers added two scales: standards and identity. Litwin and Stringer (1968:81-82) identified nine scales for the Climate Questionnaire (Form B):

1. Structure. This scale included items concerned with role clarify, decision making structure, emphasis on formalization, channels of communication, and degree of standardization. Litwin and Stringer (1968) suggested that if a task is perceived as placing constraints on the individual due to constraints on behavior or due to lack of sufficient information, the challenge of the task will be reduced. They pointed out that individuals need some power, autonomy, or participation in decision making. They included eight items in the structure scale.

2. Responsibility. The emphasis in this scale was on autonomy,

use of judgment, type of supervision, innovativeness, and responsible behavior. This dimension was closely related to that of individual power. Litwin and Stringer (1968) stated that the individual needs to have some influence within every group in which he has membership. They referred to Likert's (1961) writings--"an emphasis on individual responsibility will lead to higher group loyalty, higher group flexibility, and higher group performance standards." There were seven items used in the responsiblity scale.

3. Reward. In this scale basis for promotion, recognition, encouragement and criticism were examined. Litwin and Stringer (1968) stated that monetary rewards alone are not adequate. They said further that monetary rewards might "veil a real climate of punishment." They suggested that within an organization there should be approval and support for appropriate performance. Six items were used to measure reward.

4. Risk. This scale measured the encouragement and discouragement given to risk taking and innovativeness. Litwin and Stringer (1968) stated tolerance and encouragement of some risk taking will lead to improved achievement, and planning, whereas highly conservative environments tend towards frustration. They included five items in the risk scale.

5. Warmth. The degree of friendliness, warmth, or aloofness was measured in this scale. It referred largely to peer relationships. Five items were included to measure warmth.

6. Support. With emphasis on management, this scale measured the degree of assistance, sympathy, and general people orientation. Litwin

and Stringer (1968) indicated that an atmosphere that emphasizes a helping relationship will "arouse affiliative concerns." They again referred to Likert (1961) who stated that "the most important prerequisite for the establishment of an ideal organizational system is the creation of a supportive atmosphere." Five items were used to measure support in a climate.

7. Performance Standards and Expectations. This dimension emphasized priorities in the organization, the degree of initiating structure and thrust exhibited by the leader, and feelings of pressure or challenge experienced by the group members. Litwin and Stringer stated that in a supportive atmosphere individuals may perform at higher standards to be acceptable to the group or to their superorindates. There were six items which measured an emphasis on high standards of performance.

8. Conflict. In this scale the focus was on the attitude toward and tolerance of conflict. It questioned if smooth, quick decision making is valid, if competitiveness is considered healthy, and if members may freely disagree with superiors. Litwin and Stringer (1968) suggested that confrontation may either lead to a solution of the conflict, or it may lead to a power struggle within the organization. Four items were included to measure the perceived attitude toward conflict.

9. Identity. Items in this scale were related to the member's feeling of belonging, pride and team membership. Litwin and Stringer (1968) referred to identity as commitment to group goals. Four items were used to measure identity.

Validity and Reliability of the Instrument

Over a period of time Form B of the Climate Questionnaire was administered to groups of organizational members at varying levels within the organization. Litwin and Stringer (1968:82-83) stated:

> Scale consistency, referring to the extent that items in the scale are positively related and measuring the same thing, is considerably better than in the initial measure . . . . The items in the Standards scale were new, and two of these items correlated fairly substantially with items in the Responsibility scale. It was felt that some rewording would solve their problem. The Conflict scale . . . appeared to have some basic weaknesses . . . it is most likely to measure the presence of conflict.

Although the overlapping of scales was considerably less than in Form A of the questionnaire, Litwin and Stringer (1968:83) noted that there continued to be a relationship between Warmth and Identity, Support and Identity, Warmth and Support, Reward and Warmth, and Reward and Identity.

Modification of Instrument Items for Present Study

Since the Climate Questionnaire (Form B) was developed for use in industrial organizations, it was necessary to modify items so that their meaning would be relevant and their wording meaningful to nurse educators. Examples of modifications and changes in word usage were:

1. "Administration" was used in place of "management" and "boss";
2. "Faculty of Nursing" was substituted for "organization" and "company."

Examples of changes in item structure included:

1. "In some of the projects I've been on I haven't been sure who my boss was" was changed to "In some of the committees I've been on, I haven't been sure who was in charge";

2. "We have to take some pretty big risks occasionally to keep ahead of the competition in the business we're in" was modified to read, "In our faculty we have done well because we were innovative (creative, took calculated risks)."

Pilot Study

Having modified items in the Climate Description Questionnaire a pilot test was conducted to identify ambiguities in the items. One of the larger Canadian university schools of nursing, not selected for the research, was asked to assist with the pilot study. Faculty members were asked to rate each item on an eight point scale from unclear to clear. They were further encouraged to identify which aspect of items were unclear and/or how items might be clarified. They were also invited to identify concerns about the instrument or to offer suggestions for the improvement of the instrument (see Appendix A for comments about the questionnaire).

Forty-one questionnaires were sent to the school. Twenty of these were distributed to full time members of faculty, and an undisclosed number were distributed to part time members of faculty. A total of twenty questionnaires were returned. The rating of the items and, particularly the comments concerning items, were very helpful in identifying obscurities. Further modification of the items was conducted. Examples of problems identified and of modifications conducted were:

1. Item number one focused on two separate issues: clearly defined roles, and logically structured roles. It was changed to read "The roles in this faculty of nursing are clearly defined (e.g., there are written job descriptions).

2. Faculty members questioned whether the term "administration" referred to administration of the university or of the nursing faculty. Directions on the final questionnaire were written to clarify that the focus of the questionnaire was to be the school of nursing, and that the term administration was used to refer to the dean or director of the faculty of nursing.

Other modifications of the questionnaire may be found in Appendix A.

Personal Data

Part II of the instrument focused on the respondent. It included questions about the respondent's age, experience, type of contract, rank, status, position in the hierarchy, and type of assignment. The purpose of obtaining the personal information was two-fold:

1. To allow for a description of respondents. A frequency distribution identified, for example, how many of the respondents were administrative as opposed to teaching faculty, how many were tenured as opposed to non tenured faculty members, and so on.

2. To facilitate the analysis of differences in the group responses on the climate scales. The personal data were used to group respondents on the independent variables examined in the study.

RESEARCH METHODOLOGY

Data Collection

In January 1978, questionnaires accompanied by return envelopes were sent to a coordinating faculty member in each school for distribution. Each questionnaire was also accompanied by a cover letter to clarify the nature of the study and to assure respondents of personal anonymity (see

Appendix C). Coordinating faculty members distributed the questionnaires to all members of faculty.

Faculty members were asked to respond to each item on a Likert type scale from 1 to 4: definitely disagree, inclined to disagree, inclined to agree, definitely agree. Upon completion of the questionnaires individual faculty members returned them to the researcher at the University of Alberta.

Two follow-up letters were written to the deans/directors requesting that a reminder be circulated to faculty members, and thanking those who had already returned their questionnaires.

Of the 269 questionnaires distributed, 194 were returned. One of these was totally unanswered. Another respondent explained that she had been on faculty for only a short period and was unable to respond to most items. The third respondent whose questionnaire could not be used had also left most of the items unanswered. There were 191 (71 percent) useable questionnaires returned.

Analysis of Data

Frequency distributions. Based on the frequency distributions of items, means of responses were identified (see Appendix D). This gave some indication of overall perceptions of members of nursing faculties in the six selected schools.

Frequency distributions of the personal data in the questionnaire facilitated the description of respondents. It was possible, for example, to determine the percentage of respondents who were administrative as opposed to teaching faculty.

Groupings from the section on personal data were used as the independent variables to achieve the major purpose of the study: to investigate the impact of organizational and group characteristics on the perception of organizational climate.

Scoring of items. Information concerning the scoring technique developed by Dr. Litwin was received by letter (see Appendix B) and was helpful in identifying some items which required item reflections. Some items were reversed so that all high responses were positive on a particular scale. For example, a score of 4 on items relating to the structure dimension indicated that members of faculty perceived their organization to be highly structured, whereas a score of 1 on these items indicated that the organizations were perceived as low in structure.

All questionnaire responses were key punched onto computer cards.

Analysis of variance. Popham and Sirotnik (1973:124) stated:

> In educational situations one encounteres numerous problems wherein it is important to determine whether the mean performance of two [or more] groups are significantly different.

To determine differences in the mean responses of various groups on the nine scales of the climate questionnaire, t tests and F tests were employed. Popham and Sirotnik (1973:125) stated that: "the t test is used to determine just how great the difference between two means must be for it to be judged significant, that is, a significant departure from differences which might be expected by chance alone." Popham and Sirotnik (1973:133) stated further that "the t test was described as a statistical model designed to determine whether two groups, as represented by their means, are significantly different."

An F test is a method of "testing for significant differences between means of two or more groups" (Popham, 1973:152). Where the F test indicated significant differences between group means, the nature of the differences was investigated further by the application of the Scheffé multiple comparison of means test.

Popham and Sirotnik (1973:166) identified two assumptions underlying the use of the t test and the F test:

1. that the sample for the study is a random sample, or that it is drawn from a normally distributed population.

2. that there is homogeneity of variance in samples drawn from the population.

Popham and Sirotnik (1973:166) stated, however, that:

> There is increasing evidence . . . that even though fairly significant departures from strict theoretical assumptions may exist, analysis of variance is sufficiently "robust" that it will still yield results which may be meaningfully interpreted.

Kerlinger (1965:258, 259) in a discussion of the assumptions underlying the use of the t tests and F tests, suggested:

> These two assumptions have both been examined rather thoroughly by empirical methods . . . . The evidence to date is that the importance of normality and homogeneity is overrated . . . . Unless there is good evidence to believe that populations are rather seriously non-normal and that variances are heterogeneous, it is usually unwise to use a nonparametric test in place of a parametric one. The reason for this is that parametric tests are almost always more powerful than nonparametric tests . . . . In brief, in most cases in education and psychology, it is probably safer--and usually more effective--to use parametric tests rather than nonparametric tests.

Yet, since t tests and F tests are inferential statistics, it is assumed that they are used only on samples from which inferences may be drawn to a larger population. The respondents of this study have been referred to as a population because they included six Canadian university schools of nursing

which used the English language and which offered a master's program. The respondents could, however, be thought of as a sample since they by no means included the universe of nursing faculty. They did not include French speaking schools with a master's program. They also excluded schools with similar criteria in the U.S.A., and Canadian university schools not having master's programs. Consequently, the respondents could be thought of as a selected sample of (1) all Canadian university schools of nursing and (2) other schools of nursing with master's programs, such as French Canadian and U.S.A. schools.

It might be argued further that climate was not studied as a single organizational property, but rather that the focus was on perception of climate across six organizations. Thus, the administrators, for example, could be considered a sample of the universe of nurse educator administrators and full professors could be thought of as representatives of other full professors.

Winch and Campbell (1969) argued in favor of more extensive use of tests of significance. They suggested first that if the assumptions underlying the use of inferential statistics were rigidly adhered to, the social sciences could rarely, if ever, be justified in the use of inferential statistics. They noted that social science studies are quasi experimental rather than true experiments because of the controlled influences in such studies. They stated: "Therefore, our attention turns to the problem of inferences in other empirical studies, which we shall call quasi-experimental analysis." They suggested:

> At the end of true experiment we know that the research subjects are not randomly equivalent samples from the same universe of attributes, for, in fact, the experimentals have systematically different life criteria from the controls (Winch and Campbell, 1969:142).

Winch and Campbell (1969) then argued for the use of parametric statistics when a population was being studied. They used a study of a classroom as an example. They questioned: "Is it legitimate to apply a test of significance where the researcher's data exhaust the specified universe?" They stated that the conventional answer would be negative since any "observed difference is the population value." They contended, however:

> But we elect to phrase the question differently: If we assume the set to be homogeneous, what is the probability that dividing the set into two subsets on the basis of a variable of classification that makes no real difference would give a difference between sub-sample means as great as that observed? With this reasoning, there is every justification to run a test of significance . . . . in general in studies that are not true experiments, the establishing of a statistically significant difference goes but one step toward establishing an interpretation of that difference. That step is to exclude the hypothesis of chance . . . . Finally, no study, whether a true experiment or not, ever proves a theory; it merely probes it . . . . Generalizability involves considerably more than the relation of the sample of research subjects to some population (Winch and Campbell, 1969:143).

Winch and Campbell (1969:143) concluded:

> Some critics of test of significance seem to be saying that since these tests do not dispose of all rival hypotheses, they are useless and misleading and should be abandoned. We reason that it is very important to have a formal, and non-subjective way of deciding whether a given set of data shows haphazard or systematic variation . . . and we believe it is important not to leave the determination of what is a systematic or haphazard arrangement of data to the intuition of the investigator.

SUMMARY

In this chapter an effort was made initially to identify a few of the research studies which led to the development of the research problem for this study.

A primary purpose of the chapter, however, was to describe

procedures of population selection, instrument selection and development through the utilization of a pilot study. A section on personal data was developed for the questionnaire to facilitate a description of respondents and a grouping of respondents.

A second major purpose of the chapter was to describe how the data were collected and analyzed.

CHAPTER IV

DESCRIPTION OF RESPONDENTS

The purpose of this chapter is first to discuss the return rate of the questionnaire, second, to provide a description of respondent groupings based on the personal data, and third, to describe the institutions in relation to their selection, current changes which may have effected climate perception, and the general perception of climate in these institutions.

RESPONSE RATE OF RESPONDENTS

A total of 269 questionnaires were distributed to faculty members in six schools. Of the 269 questionnaires 194 (72.11 percent) were returned. Three questionnaires were not used in the data analysis because of incomplete responses.

There were a total of 191 (71 percent) useable responses. There was considerable variation in return rate from different schools. A summary of percentage returns from each of the participating schools is presented in Table 1. In two instances directors or coordinating members of faculty indicated that return rate might have been affected by the high ratio of part time faculty. Some part time faculty, it was explained, were assigned to clinical supervision only, and, although considered to be faculty members, rarely had opportunity to interact with other members of faculty. It was suggested that these clinical part time members of faculty may have been hesitant to respond to a questionnaire on school climate.

Table 1

Percentage Response Rate of Participating Faculties

Faculty*	Percentage Responses
A	55
B	81
C	75
D	90
E	80
F	60

*Faculties are identified by letter to ensure anonymity of the participating institutions.

DESCRIPTION OF GROUPS OF RESPONDENTS

Using the data from Part II (Personal Data) of the questionnaire, it was possible to describe respondents. The variables employed to categorize respondents were age, experience, type of contract, rank, tenure, hierarchy, and assignment. In all data presentations, percentage calculations were based upon actual responses.

Classification of Respondents by Age

Various research studies were examined to identify age divisions which had been employed. Seyfriend et al. (1977), in a study investigating factors influencing nursing educators' choice of position, divided faculty members into three age groupings: young faculty were those under 27, older faculty were those over 37 and middle age range were those between

the age of 28 and 36. Another study by Cadman (1977), focused on the perception of nursing educators on evaluation practices, used the age categories of: under 30, 31-35, 36-40, and over 40. Nixon (1975), in a comparative study of women administrators and women teachers, used the following age categories: under 25, 25-34, 35-44, 45-54, and over 54. Andrews (1978), in a study of interorganizational relationships in the health professions, divided his respondents into four categories: respondents who were under 30 years of age, those between 30 and 39, those between 40 and 49, and those over 50.

In each of these four studies, the age grouping appeared to have been undertaken somewhat arbitrarily. In the present research the age groupings were also arbitrarily set. The questionnaire contained five age groupings: 21-29, 30-39, 40-49, 50-59 and over 59. Due to the limited numbers the last two categories were combined for the analysis. A distribution of respondents within these age categories is shown in Table 2. Of the 191 respondents 14.7 percent were in the 21-29 age grouping, 36.8 percent were between 30 and 39 years, 31.6 percent were between 40 and 49 years, and 16.8 percent were over 50 years of age. The bulk of respondents (68.4 percent) were between 30 and 49 years of age.

Classification of Respondents by Experience

Other studies again appeared to have developed categories somewhat arbitrarily. Cadman (1977), for example, used four categories for amount of teaching experience: less than three years, three to four years, five to eight years and over eight years. For length of present employment

Table 2

Distribution of Respondents on the Basis of Age

Age Categories	Frequencies	Percentages
21-29	28	14.7
30-39	70	36.8
40-49	60	31.6
Over 50	32	16.8
Total	190	100.0

she used four other categories: less than one year, one to two years, three to four years, and five years and over. Andrews (1978) employed each year as a separate category. Nixon (1975) used six categories for experience: one to four years, five to nine years, ten to fourteen years, fifteen to nineteen years, twenty to twenty-four years and more than twenty-four years.

In the present research respondents were requested to indicate the number of years they had been employed on the present faculty, and the number of years of experience in nursing education. Each response was to include their present experience. Based on a frequency distribution, the responses were combined into four arbitrarily selected categories: those in their first year, those in their second to fourth year, those in their fifth to tenth year, and those with more than ten years of experience. The same groupings were used for both the number of years on present faculty as well as the number of years of total experience

in nursing education. A distribution of respondents within the experience categories is shown in Table 3.

Table 3

Distribution of Respondents on the Basis of Experience

Experience	Frequencies	Percentages
Years on Present Faculty		
1	35	18.5
2-4	74	39.2
5-10	55	29.1
Over 10	25	13.2
Total	189	100
Years in Nursing Education		
1	20	10.5
2-4	34	17.9
5-10	66	34.7
Over 10	70	36.8
Total	190	100

Of the 191 respondents 18.5 percent were in their first year, 39.2 percent were in their second to fourth year, 29.1 percent were in their fifth to tenth year, and 13.2 percent had over ten years of experience with the present faculty. Over half of the faculty members had been on the present faculty for less than four years, and only 13.2 percent had been on their present faculty for more than ten years.

In total nursing education experience, 10.5 percent were in their first year, 17.9 percent were in their second to fourth year, 34.7 percent were in their fifth to tenth year, and 36.8 percent had more than ten years of experience. Only 28.4 percent of the respondents had less than four years of experience and more than 36 percent had over ten years of experience.

Classification of Respondents by Type of Contract

By far the majority of the respondents were employed on a full time basis. A distribution of respondents on the basis of their contract is shown in Table 4. Eighty-eight percent of the respondents were on a full time employment contract while 12 percent were employed on a part time basis. Of the respondents employed on a part time basis, 15 percent stated that they worked less than one day per week, 40 percent worked two days a week, 25 percent worked three days a week, and 20 percent made statements indicating that they worked as needed, or full time for special periods of time.

Table 4

Distribution of Respondents on the Basis of Type of Contract

Contract	Frequencies	Percentages
Full time	168	88.0
Part time	23	12.0
Total	191	100
Part time		
less than 1 day/week	3	15.0
2 days/week	8	40.0
3 days/week	5	25.0
other (e.g., "as needed")	4	20.0
Total	20	100

Classification of Respondents by Rank

Respondents were asked to identify their faculty rank. For the purpose of description and analysis the categories of lecturer and instructor were combined.

A distribution of the respondents by rank is shown in Table 5. About six percent of the 191 respondents were full professors, 24.2 percent were associate professors, 35.8 percent were assistant professors, and 27.4 percent were lecturers or instructors. The 6.3 percent who

Table 5

Distribution of Respondents on the Basis of Rank

Rank	Frequencies	Percentages
Professor	12	6.3
Associate Professor	46	24.2
Assistant Professor	68	35.8
Lecturer/Instructor	52	27.4
Other	12	6.3
Total	190	100

identified their rank as "other" described themselves as junior tutor, senior tutor, clinical lecturer, clinical professor, patient care coordinator, cross appointment, and director of continuing education.

Only a small percentage of the respondents were professors. The largest single group were the assistant professors. Almost 70 percent of the respondents had less than an associate professor's status.

Classification of Respondents by Tenure

A distribution of the respondents on the basis of tenure is shown in Table 6. Of the 191 respondents only 32.3 percent were tenured, and 67.7 percent were non tenured.

Table 6

Distribution of Respondents on the Basis of Tenure

Tenure	Frequencies	Percentages
Tenure	61	32.3
Non tenure	128	67.7
Total	191	100

Classification of Respondents by Hierarchy

Respondents were asked to indicate if their major responsibility was in administration or teaching. Since there was the option of "other," respondents added the category of research and various combinations of administration, teaching and research. For the purposes of description and the analysis of data those who classified themselves in some way as administrators were categorized as such. This category included those who were involved in both teaching and administration. All others were classified as teachers.

Distribution of respondents on the basis of hierarchical level is shown in Table 7. Administrators made up only 12.1 percent of the respondents, while 87.9 percent of the respondents were primarily involved in teaching and research.

Table 7

Distribution of Respondents on the Basis of Hierarchical Level

Hierarchical Levels	Frequencies	Percentages
Administrative	23	12.1
Teaching	167	87.9
Total	190	100

Classification of Respondents by Assignment

Teaching respondents were asked to indicate if their major responsibility was in classroom lecturing or in clinical teaching and supervision. Respondents were given the option to indicate if their responsibilities were other than those mentioned. Some respondents stated that they were involved in both classroom and clinical teaching. Other major responsibilities were "seminar," "advisor," "small group," and "tutor."

Distribution of respondents on the basis of assignment is shown in Table 8. Over 21 percent of the respondents indicated that their major responsibility was in classroom lecturing; 33.7 percent had major responsibility in clinical teaching; 41.7 percent indicated that their responsibilities were equally divided between teaching in the classroom and in the clinical area. Those who stated that they were advisors and tutors, responsible for seminars and small groups made up 3.4 percent of of respondents.

Table 8

Distribution of Respondents on the Basis of Teaching Assignment

Assignment	Frequencies	Percentages
Classroom teaching	37	21.1
Clinical teaching	59	33.7
Both classroom and clinical teaching	73	41.7
Other	6	3.4
Total	175	100

DESCRIPTION OF PARTICIPATING SCHOOLS

Selection Basis

Participating organizations were limited to Canadian university schools of nursing which offered a master's program in nursing and in which the English language was used. Of the seven faculties which met these criteria, six agreed to participate.

Disruptions in the Faculty

Committee members had discussed with the researcher the possibility of "weather" as an influence on climate. Tagiuri (1968:19) referred to weather as "a single occurrence or event in a series of conditions that

constitute climate" as opposed to climate which referred to "average conditions" and "trends."

Deans of participating schools were requested to identify major changes or disruptions in the faculty during the current year to permit the researcher to understand how widespread various changes were. Two schools indicated that they were in the process of implementing major curriculum changes. One dean stated they were planning for such changes to be implemented in the next year. Two deans indicated that they were facing major financial cutbacks. Two of the faculties were confronted by major administrative changes, and one faculty by minor administrative changes. One school had new policies for appointments and promotions. One faculty was implementing a more extensive committee structure. One dean suggested that there were no major changes or disruptions affecting of school this year.

To the extent that "weather" conditions have an impact on perception of climate, either positively or negatively, they may have influenced the data. Although this was acknowledged, data inadequacy did not allow for an analysis of the impact of "weather" on climate perceptions. For comments by faculty members concerning the impact of major changes see Appendix B. Respondents indicated that the changes in administration had created some difficulty for at least some respondents. Several indicated a lack of knowledge of the impact of the new administration on the climate of the school.

Perception of Climate

The mean score of all faculty members on each of the nine scales was compared with the highest mean score of a particular faculty on a

scale (see Figure 6). It should be noted that it was not the same school which scored consistently high or consistently low. On a scale of zero to four, the overall mean score on the structure scale was 2.3. The highest faculty score and the lowest faculty score on the structure scale were 2.4 and 2.2, respectively, with a variance of 0.126. On the responsibility scale the mean score of all faculties was 2.9 and the variance was 0.237. The highest and lowest faculty means were 3.1 and 2.5 respectively. The overall mean on the reward scale was 2.7, with a high faculty mean of 3.1, a low faculty mean of 2.2, and variance of 0.390. The mean response on the risk scale was 2.9. The highest faculty mean was 3.4 and the lowest faculty mean was 2.2. Variance from the mean was 0.420. On the warmth scale, the mean score was 2.9 and the variance was 0.472. The high and low faculty means were 3.4 and 2.2. On the support scale the mean was 2.9 and variance was 0.393. The high and low mean scores were 3.4 and 2.4. The mean score on the standards scale was 2.9 and the variance was 0.209. High and low faculty means were 3.2 and 2.7. On the conflict scale the overall mean was 2.7; the highest faculty mean was 2.9; the lowest faculty mean was 2.3; and the variance was 0.419. The mean on the identity scale was 2.9. The high and low faculty means were 3.5 and 2.3, respectively. Variance from the mean was 0.490.

SUMMARY

The 191 respondents from six participating institutions were categorized on the basis of age, experience, type of contract, rank, tenure, hierarchy, and assignment. When categorized by age most of the respondents were in the 30-39 and 40-49 age groups. Only 14.7 percent

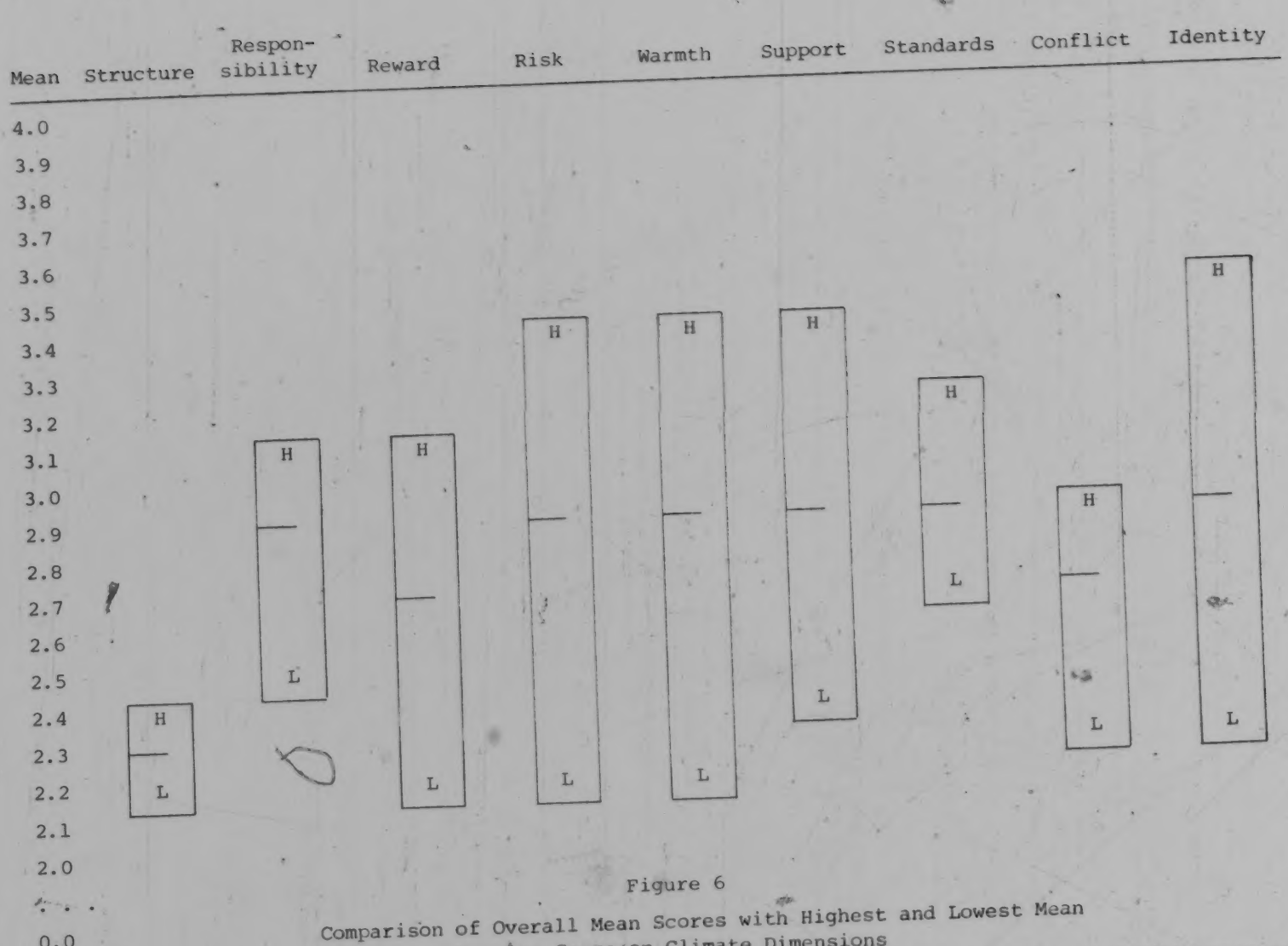

Figure 6

Comparison of Overall Mean Scores with Highest and Lowest Mean Faculty Score on Climate Dimensions

Note: Horizontal line = overall mean score; H = highest faculty mean score; L = lowest faculty mean score.

were between the ages of 21 to 29 and 16.8 percent were over 50 years of age.

In the experience categories most faculty members were in their second to fourth or fifth to tenth years on the present faculty, and 18.5 percent were in their first year and 13.2 percent had over ten years on the present faculty. In total experience in nursing education, however, most of the faculty were in the fifth to tenth or over ten years groups. Only 10.5 percent were in their first year and 17.9 percent were in their second to fourth years.

Most of the faculty (88 percent) were employed on a full time basis, and 12 percent were employed as part time faculty.

On the basis of rank, only 6.3 percent of the respondents were full professors. The rank of associate professor was held by 24.2 percent, assistant professor by 35.8 percent and lecturer/instructor by 27.4 percent of the respondents.

Only 32.3 percent of the respondents were tenured while 67.7 percent were non tenured.

On the basis of hierarchical level, it was found that 87.9 percent were teaching members of faculty and 12.1 percent of the respondents were administrators.

Of the teaching faculty 21.1 percent were assigned primarily to classroom instruction, 33.7 percent were assigned primarily to clinical instruction, and 41.7 percent were assigned to both clinical and classroom instruction.

The institutions were examined on the basis of selection, disruptions within the academic terms which may have influenced perception

of climate, and overall climate of the participating institutions. The mean overall response on each of the climate dimensions was compared with the highest and lowest mean faculty responses.

CHAPTER V

ANALYSIS OF DATA

The purpose of Chapter V is to present the analysis of the data collected from the research questionnaire in order to determine the effect of organizational and group characteristics on organizational climate as perceived by members of selected Canadian university schools of nursing. The chapter is divided into eight parts. Each of these parts focuses on a specific subproblem of the study. Data analysis and discussion of findings are related specifically to the subproblems of the study.

The data were analyzed by use of t tests to determine differences beyond the 0.05 level of statistical significance between the means of two groups, and by F tests to determine significant differences between the means of more than two groups. Whenever F tests disclosed significant differences between means, the Scheffé method of multiple comparison was employed for the purpose of identifying the specific mean differences. Ferguson (1971:271) stated:

> Concern may attach to the fact that the Scheffé procedure is more rigorous than other procedures, and will lead to fewer significant results. Because this is so, the investigator may choose to employ a less rigorous significance level in using the Scheffé procedure; that is, the .10 level may be used instead of the .05 level. This is Scheffé's recommendation . . . .

Scheffé's recommendation was followed in the data analysis.

HIERARCHY

Subproblem 1

How did administrative faculty members differ from teaching faculty members in their perceptions of the organizational climate?

Respondents were grouped on the basis of their major responsibility. For the analysis, respondents who indicated that they were involved in both administration and teaching were combined with respondents who stated that they were administrators. These categories were combined on the assumption that those in a partial administrative position would likely identify with the "official" administration. Those members of faculty who indicated that they were involved in research as well as in teaching were combined with the teaching faculty for the purposes of data analysis. The mean responses of the administrative and teaching faculty on the nine climate dimensions are shown in Table 9.

There were significant differences in responses of administrators and teachers on five climate dimensions: reward, warmth, support, conflict, identity. In each instance, administrators scored higher than did the teachers. On the reward dimension the mean response of the administrators was 3.07, and the mean response of the teaching faculty was 2.64. The difference between the means was statistically significant beyond the 0.01 level of significance. Administrators tended to view the organization more positively than did teachers in terms of the rewards it offered to members of faculty.

On the warmth dimension the mean of the administrators' response was 3.17, and the mean of the teaching faculty members' responses was 2.86. The difference was significant beyond the 0.05 level. Administrative

Table 9

Comparison of Perceptions of Administrative (N=23) and Teaching (N=165) Members of Faculty on Climate Scales

Climate Scales	Independent Variables	Means	t Values
Structure	Administrators	2.27	-0.66
	Teachers	2.32	
Responsibility	Administrators	3.08	1.96
	Teachers	2.87	
Reward	Administrators	3.07	3.17**
	Teachers	2.64	
Risk	Administrators	3.05	1.31
	Teachers	2.86	
Warmth	Administrators	3.17	1.98*
	Teachers	2.86	
Support	Administrators	3.28	2.76**
	Teachers	2.90	
Standards	Administrators	2.89	-0.35
	Teachers	2.93	
Conflict	Administrators	2.97	2.45*
	Teachers	2.62	
Identity	Administrators	3.19	2.36*
	Teachers	2.83	

** Significant beyond the 0.01 level.
* Significant beyond the 0.05 level.

faculty perceived a greater degree of warmth in the climate than did teaching faculty.

On the support dimension the mean score of the administrators was 3.28, and the mean score of the teachers was 2.90. The difference was significant beyond the 0.01 level of significance. It was the administrators who perceived the organization as being more supportive toward its members than did the teaching members of the faculty.

On the conflict dimension the administrators' mean response was 2.97 and the teachers' mean response was 2.62. The difference was statistically significant beyond the 0.05 level. The administrators perceived a higher level of tolerance of conflict in the organization.

On the identity dimension the administrators' mean score was 3.19 while the teachers' mean score was 2.83. The difference between the two means was significant beyond the 0.05 level of significance. Administrative faculty perceived organizational members as having a greater sense of identity with the organization than did teaching faculty members.

Summary

The mean response of the administrators was significantly higher than the mean response of the teachers on the scales of reward, warmth, support, conflict and identity. Administrators perceived the organization as offering more adequate and equitable rewards, the members being warmer and friendlier toward each other, the administration as more supportive, more tolerant of disagreement, and the members as identifying with their organization to a greater extent than did the teaching faculty.

In general, administrators tended to perceive the climate more positively than did the teaching faculty. Administrators may have perceived

the climate more positively because they identified their performance with the organizational climate. Many of the items were, indeed, related to the administrative behavior within the organization. It seems reasonable that administrators would view themselves more positively than members of the teaching faculty would view them.

RANK

Subproblem 2

How did faculty members of different rank vary in their perception of the organizational climate?

Respondents were requested to indicate their present rank as professor, associate professor, assistant professor, lecturer, instructor or other. The eleven respondents who checked the option of "other" referred to their rank as clinical lecturer, patient care coordinator, tutor, cross appointment, and so on. Because this was not understood in the context of rank these respondents were not included in the data analysis for subproblem 2. The respondents who identified themselves as lecturers or instructors were combined. The four groupings employed in the data analysis were professor, associate professor, assistant professor, and lecturer/instructor. The mean responses of faculty of different rank on the climate dimensions are shown in Table 10.

Analysis of variance revealed significant differences beyond the 0.05 level on the climate dimensions of structure, responsibility, support, conflict, and identity. Significant differences beyond the 0.001 level were noted on the reward dimension.

An overview of the mean responses suggested that the mean responses

Table 10

Comparison of Perceptions of Members of Faculty of Different Rank@ on Climate Scales

Climate Scales	Independent Variables	Means	F Values
Structure	Professor	2.34	2.82*
	Associate Professor	2.38	
	Assistant Professor	2.20	
	Lecturer/Instructor	2.34	
Responsibility	Professor	3.13	3.27*
	Associate Professor	2.99	
	Assistant Professor	2.76	
	Lecturer/Instructor	2.91	
Reward	Professor	3.07	7.82***
	Associate Professor	2.96	
	Assistant Professor	2.49	
	Lecturer/Instructor	2.60	
Risk	Professor	3.18	2.02
	Associate Professor	2.98	
	Assistant Professor	2.82	
	Lecturer/Instructor	2.76	
Warmth	Professor	2.95	1.37
	Associate Professor	3.00	
	Assistant Professor	2.75	
	Lecturer/Instructor	2.91	
Support	Professor	3.08	2.89*
	Associate Professor	3.09	
	Assistant Professor	2.76	
	Lecturer/Instructor	2.93	
Standards	Professor	3.07	1.41
	Associate Professor	2.94	
	Assistant Professor	2.93	
	Lecturer/Instructor	2.90	
Conflict	Professor	2.92	3.72*
	Associate Professor	2.84	
	Assistant Professor	2.51	
	Lecturer/Instructor	2.54	
Identity	Professor	3.04	3.01*
	Associate Professor	3.04	
	Assistant Professor	2.67	
	Lecturer/Instructor	2.83	

@ Professor, N=12; Associate Professor, N=46; Assistant Professor, N=68; Lecturer/Instructor, N=52.

***Significant beyond the 0.001 level.

*Significant beyond the 0.05 level.

of professors and associate professors was quite similar on most dimensions, but that the responses of the assistant professors was consistently somewhat lower and that the lecturer/instructor group scored slightly higher than did the assistant professor group. The Scheffé test verified that most of the significant differences were between the mean responses of the assistant and associate professors.

On the structure dimension the significant difference existed between the mean scores of the associate professors and the mean scores of the assistant professors as identified by the Scheffé test (Table 11). The mean score of the associate professors (2.38) was higher than the mean score of the assistant professors (2.20). This indicates that associate professors perceived a higher level of structure in the organization than did the assistant professors.

The F test identified significant differences in the perceptions of faculty members of different rank on the responsibility climate dimension. Although the Scheffé test (Table 12) did not indicate differences at the 0.10 level, the greatest differences, as noted by the Scheffé test, were between professors and assistant professors and between associate professors and assistant professors. The mean responses of professors (3.13) and of associate professors (2.99) approached statistical significance when compared with the mean responses of the assistant professors (2.76), indicating that the professors and associate professors perceived the organization as allowing for greater individual responsibility and decision making than did the assistant professors and the lecturer/instructors.

Table 11

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Structure Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	0.99	1.00		
3. Assistant Professor	0.65	0.09*	1.00	
4. Lecturer/Instructor	1.00	0.98	0.19	1.00

*Significant beyond the 0.10 level.

Table 12

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Responsibility Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	0.83	1.00		
3. Assistant Professor	0.11	0.12	1.00	
4. Lecturer/Instructor	0.56	0.89	0.43	1.00

On the reward dimension the Scheffé test (Table 13) revealed that there were significant differences between the mean scores of lecturers/instructors and associate professors, between the mean scores of assistant professors and associate professors, and between the mean scores of the assistant professors and the professors. In each instance the mean response of the group of higher rank was higher on the reward dimension. It appeared that the associate professors and the professors perceived the organization as offering greater and more equitable rewards than did the assistant professors and the lecturers/instructors.

Table 13

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Reward Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	0.95	1.00		
3. Assistant Professor	0.02*	0.00*	1.00	
4. Lecturer/Instructor	0.11	0.03*	0.79	1.00

*Significant beyond the 0.10 level.

On the support dimension the Scheffé test (Table 14) revealed that the associate professors had a higher mean response than the assistant professors indicating that they perceived the organization as more supportive than did the assistant professors.

Table 14

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Support Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	1.00	1.00		
3. Assistant Professor	0.44	0.06*	1.00	
4. Lecturer/Instructor	0.90	0.65	0.55	1.00

*Significant beyond the 0.10 level.

The statistically significant difference on the conflict dimension was between the mean scores of the assistant professors and the associate professors (Table 15). The mean score of the associate professors was significantly higher, indicating that the associate professors perceived the organization as more tolerant and accepting of conflict.

The Scheffé test (Table 16) showed that there was a significant difference in the mean response of the associate professors and assistant professors on the identity dimension as well. The higher mean score of the associate professors suggested that they perceived more pride and loyalty among faculty members than did assistant professors.

Table 15

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Conflict Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	0.98	1.00		
3. Assistant Professor	0.23	0.06*	1.00	
4. Lecturer/Instructor	0.31	0.14	1.00	1.00

*Significant beyond the 0.10 level.

Table 16

Scheffé Multiple Comparison of Means of Responses of Faculty Members by Rank on the Identity Scale

Rank	1	2	3	4
1. Professor	1.00			
2. Associate Professor	1.00	1.00		
3. Assistant Professor	0.39	0.05*	1.00	
4. Lecturer/Instructor	0.82	0.53	0.66	1.00

*Significant beyond the 0.10 level.

Summary

On each of the nine dimensions the mean responses of lecturers/instructors and assistant professors were lower than the mean responses of the associate professors and professors, although differences reached statistical significance on six dimensions only. The mean responses of the assistant professors were lower than the mean responses of the lecturers/instructors on each of the six dimensions and mean responses of associate professors and full professors were higher than the mean responses of lecturers/instructors, indicating that the associate and full professors perceived the organization as more structured, offering members greater responsibilities and greater rewards, allowing for more innovativeness, fostering greater warmth and support among members, requiring higher standards of performance, tolerating more conflict, and fostering a greater sense of pride and identity than did the assistant professors and the lecturers/instructors.

TENURE

Subproblem 3

How did tenured faculty members differ from non tenured faculty members in their perceptions of the organizational climate?

Respondents indicated whether or not they were tenured. Differences in the means of the two groups are shown in Table 17.

The only dimension on which there was a statistically significant difference in the mean perception of tenured and non tenured members of faculty was the reward dimension. The mean of the tenured faculty members was 2.93 and the mean of the non tenured faculty members was 2.59. The

Table 17

Comparison of Perceptions of Tenured (N=61) and Non Tenured (N=128) Faculty Members on Climate Scales

Climate Scales	Independent Variables	Means	t Values
Structure	Tenured	2.37	1.39
	Non tenured	2.29	
Responsibility	Tenured	2.99	1.81
	Non tenured	2.85	
Reward	Tenured	2.93	3.68***
	Non tenured	2.59	
Risk	Tenured	2.99	1.54
	Non tenured	2.84	
Warmth	Tenured	2.98	1.11
	Non tenured	2.86	
Support	Tenured	3.06	1.65
	Non tenured	2.90	
Standards	Tenured	2.95	0.58
	Non tenured	2.91	
Conflict	Tenured	2.76	1.35
	Non tenured	2.62	
Identity	Tenured	2.92	0.70
	Non tenured	2.85	

***Significant beyond the 0.001 level.

mean responses indicated that tenured faculty members perceived the reward system within the organization as more positive.

On all other climate dimensions there were no statistically significant differences in the perceptions of tenured and non tenured members of faculty.

Summary

Although statistically significant differences were noted only on the reward dimension, the mean responses of the tenured faculty members were consistently higher on each climate dimension than were the responses of the non tenured faculty members indicating that tenured members of faculty perceived the climate more positively.

EXPERIENCE ON PRESENT FACULTY

Subproblem 4

How did faculty members who have been on faculty for differing periods of time vary in their perceptions of the organizational climate?

Respondents were requested to identify the length of their experience on the present faculty. The responses were grouped into four categories: those who were in their first year on the present faculty, those who were in their second to fourth years, those in their fifth to tenth years, and those who had been with the present faculty for more than ten years. Analysis of variance revealed significant differences beyond the 0.05 level on the dimensions of responsibility, risk and identity, beyond the 0.01 level on the standards dimension, and beyond the 0.001 level on the reward dimension (Table 18).

Table 18

Comparison of Perceptions of Faculty Members with Varying Amounts of Experience@ on Present Faculty on Climate Scales

Climate Scales	Independent Variables	Means	F Values
Structure	First year	2.30	1.40
	Second to fourth years	2.30	
	Fifth to tenth years	2.29	
	Over ten years	2.45	
Responsibility	First year	3.04	3.75*
	Second to fourth years	2.77	
	Fifth to tenth years	2.95	
	Over ten years	3.03	
Reward	First year	2.90	6.63***
	Second to fourth years	2.52	
	Fifth to tenth years	2.69	
	Over ten years	3.05	
Risk	First year	2.90	3.17*
	Second to fourth years	2.77	
	Fifth to tenth years	2.93	
	Over ten years	3.21	
Warmth	First year	2.99	2.56
	Second to fourth years	2.75	
	Fifth to tenth years	2.97	
	Over ten years	3.12	
Support	First year	3.02	2.46
	Second to fourth years	2.83	
	Fifth to tenth years	2.99	
	Over ten years	3.18	
Standards	First year	3.02	3.90**
	Second to fourth years	2.83	
	Fifth to tenth years	2.91	
	Over ten years	3.15	
Conflict	First year	2.74	1.94
	Second to fourth years	2.57	
	Fifth to tenth years	2.65	
	Over ten years	2.92	
Identity	First year	2.99	2.86*
	Second to fourth years	2.76	
	Fifth to tenth years	2.83	
	Over ten years	3.19	

@ First year faculty, N=35; Second to fourth year faculty, N=94; Fifth to tenth year faculty, N=55; Over ten years on faculty, N=25.

***Significant beyond the 0.001 level.
**Significant beyond the 0.01 level.
*Significant beyond the 0.05 level.

The Scheffé multiple comparison of means test identified that the significant difference on the responsibility dimension existed between those who were in their first year on the faculty and those who were on the faculty for two to four years (Table 19). The mean response of first year faculty members was 3.04, while the mean response of the second to fourth year faculty members was 2.77. First year members perceived a greater amount of responsibility to be given to faculty members than did the second to fourth year members. Interestingly, the group having the two to four years of experience were lowest in their perception of faculty responsibility. Perception of responsibility increased with experience, except for those in their first year on faculty who had the highest perception of faculty responsibility.

Table 19

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on Responsibility Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.05*	1.00		
3. Fifth to tenth years	0.85	0.21	1.00	
4. Over ten years	1.00	0.14	0.93	1.00

*Significant beyond the 0.10 level.

The Scheffé test identified significant differences in mean responses on the reward dimension between faculty members in their first year and those in their second to fourth years on the faculty, between those in their second and fourth years and those who had been on the faculty for over ten years, and between those who were in their fifth to tenth years on faculty and those who had been on the faculty for over ten years (Table 20). The mean responses on the reward dimension were 2.90 for those in their first year, 2.52 for those in their second to fourth years, 2.69 for those in their fifth to tenth years, and 3.05 for those who had been on the present faculty for more than ten years.

Table 20

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Reward Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.02*	1.00		
3. Fifth to tenth years	0.45	0.44	1.00	
4. Over ten years	0.81	0.00*	0.10*	1.00

*Significant beyond the 0.10 level.

With an increase of experience in the organization there was a corresponding increase in mean perception of reward, with the exception of those in their first year who perceived the organization as offering greater rewards than did those in their fifth to tenth years, but lesser rewards than those who had been in the present organization for over ten years. Those in their first year on faculty had significantly higher mean perceptions of the rewards offered to faculty than did those in their second to fourth years, and those in their fifth to tenth years had significantly lower mean responses on the reward scale than did those with more than ten years of experience.

The Scheffé test indicated that the significant difference on the risk dimension was between those in their second to fourth years on the present faculty and those with over ten years on the present faculty (Table 21). The second to fourth year group had a mean response of 2.77, and those with more than ten years of experience had a mean score of 3.21 indicating that faculty members with more than ten years of experience perceived the organization as more tolerant and supporting of innovativeness than did faculty members with two to four years of experience on the faculty.

The significant difference on the standards dimension was also between the second to fourth year group and those with more than ten years of experience on the present faculty (Table 22). An increase in experience on the present faculty was accompanied by an increase in the perception on emphasis on standards. Those who had been on faculty for over ten years perceived significantly higher performance demands on members of faculty than did those who had been on faculty for two to four years.

Table 21

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Risk Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.78	1.00		
3. Fifth to tenth years	1.00	0.55	1.00	
4. Over ten years	0.32	0.03*	0.33	1.00

*Significant beyond the 0.10 level.

Table 22

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Standards Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.22	1.00		
3. Fifth to tenth years	0.74	0.76	1.00	
4. Over ten years	0.74	0.02*	0.18	1.00

*Significant beyond the 0.10 level.

On the identity dimension the Scheffé test revealed a significant difference in the mean responses of those in their second to fourth years with the present faculty and those who had been with the organization for more than ten years (Table 23). The mean response of the second to fourth year group was 2.76, while the mean response of the over ten year group was 3.19. It was the group who had been with the organization for more than ten years who perceived a higher degree of identity and team spirit among the members of the organization.

Table 23

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience on the Present Faculty on the Identity Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.45	1.00		
3. Fifth to tenth years	0.76	0.96	1.00	
4. Over ten years	0.74	0.06*	0.19	1.00

*Significant beyond the 0.10 level.

Summary

The mean response on all nine climate dimensions revealed consistently highest responses from those who had been on the present faculty for over ten years and, fairly consistently, lowest mean responses from those in their second to fourth years on faculty. On most dimensions the mean response of those in their first year on faculty was similar to the mean response of those with over ten years of experience. On all, except the risk dimension, those in their first year and those with more than ten years on the present faculty had higher mean responses (more positive) than faculty in their second to fourth or fifth to tenth years on the present faculty.

EXPERIENCE IN NURSING EDUCATION

Subproblem 5

How did members with differing lengths of experience in nursing education vary in their perceptions of the organizational climate?

Respondents were asked to indicate the length of time they had been involved in nursing education. The respondents were grouped into the same four categories as those used to analyze subproblem 4: those who were in their first year in nursing education, those in their second to fourth years in nursing education, those in their fifth to tenth years in nursing education and those with more than ten years of experience in nursing education. Table 24 revealed significant differences beyond the 0.05 level on the climate dimensions of responsibility, reward, support, standards, and identity. The Scheffé Multiple Comparison of Means was employed to identify between which groups the difference existed. Results of the Scheffé test are shown in Tables 25, 26, 27, 28 and 29.

Table 24

Comparison of Perceptions of Faculty Members Differing in Years of Experience in Nursing Education@ on the Climate Scales

Climate Scales	Independent Variables	Mean	F Values
Structure	First year	2.29	0.06
	Second to fourth years	2.31	
	Fifth to tenth years	2.31	
	Over ten years	2.31	
Responsibility	First year	3.12	3.28*
	Second to fourth years	2.78	
	Fifth to tenth years	2.83	
	Over ten years	2.98	
Reward	First year	2.93	4.82*
	Second to fourth years	2.54	
	Fifth to tenth years	2.55	
	Over ten years	2.86	
Risk	First year	2.97	1.64
	Second to fourth years	2.69	
	Fifth to tenth years	2.87	
	Over ten years	2.98	
Warmth	First year	3.16	2.33
	Second to fourth years	2.74	
	Fifth to tenth years	2.81	
	Over ten years	2.99	
Support	First year	3.15	3.10*
	Second to fourth years	2.84	
	Fifth to tenth years	2.81	
	Over ten years	3.08	
Standards	First year	3.15	2.73*
	Second to fourth years	2.85	
	Fifth to tenth years	2.84	
	Over ten years	2.86	
Conflict	First year	2.71	2.15
	Second to fourth years	2.55	
	Fifth to tenth years	2.56	
	Over ten years	2.81	
Identity	First year	3.15	2.84*
	Second to fourth years	2.75	
	Fifth to tenth years	2.74	
	Over ten years	2.98	

@ First year, N=20; Second to fourth years, N=34; Fifth to tenth years, N=66; Over ten years, N=70.

*Significant beyond the 0.05 level.

The F test indicated significant differences in group responses on the responsibility dimension. The Scheffé test (Table 25) showed the difference between those in their first year and those in their second to fourth years to be statistically significant at the 0.01 level. The mean scores indicated that those in their first year of nursing education perceived a greater amount of individual responsibility than perceived by those in their second to fourth years. The mean response of those in their first year was 3.12, and of those in their second to fourth years was 2.78.

Table 25

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Responsibility Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.10*	1.00		
3. Fifth to tenth years	0.14	0.97	1.00	
4. Over ten years	0.75	0.25	0.32	1.00

*Significant beyond the 0.10 level.

The findings of the Scheffé test on the reward dimension (Table 26) identified statistically significant differences between the mean responses of those in their second to fourth years of experience in nursing education and those who had more than ten years in nursing

education; and between those in their fifth to tenth years of experience and those with more than ten years of experience in nursing education. The mean response for those with two to four years of experience was 2.54; for those in their fifth to tenth years of experience it was 2.55; and for those with more than ten years of experience it was 2.86. Those with over ten years of experience in nursing education perceived the organization as offering greater rewards to the faculty members than did either those with two to four years of experience or those with five to ten years of experience.

Analysis of variance also identified significant differences between group responses on the support dimension. The Scheffé test indicated that the significant differences were between those in their fifth to tenth years of experience and those with more than ten years of

Table 26

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Reward Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.17	1.00		
3. Fifth to tenth years	0.11	1.00	1.00	
4. Over ten years	0.98	0.10*	0.03*	1.00

*Significant beyond the 0.10 level.

experience in nursing education (Table 27). The mean score of those in their fifth to tenth years was 2.81 and for those with more than ten years was 3.08, indicating that those with more than ten years of experience perceived the organization as more supportive than did those with five to ten years of experience in nursing education.

Table 27

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Support Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.39	1.00		
3. Fifth to tenth years	0.22	1.00	1.00	
4. Over ten years	0.98	0.36	0.10*	1.00

*Significant beyond the 0.10 level.

The Scheffé test (Table 28) indicated that the difference on the standards dimension existed between those in their first year of experience whose mean response was 3.15, and those in their fifth to tenth years of experience who mean score was 2.84. Those in their first year of experience had a higher mean score, an indication that faculty members in their first year of experience perceived greater demands for a high level of performance placed on the faculty than did those faculty members with five to ten years of experience in nursing education.

Table 28

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Standards Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second year	0.15	1.00		
3. Fifth to tenth years	0.07*	1.00	1.00	
4. Over ten years	0.41	0.77	0.56	1.00

*Significant beyond the 0.10 level.

An analysis of variance indicated that faculty members with varying amounts of experience in nursing education had significantly different mean responses on the identity dimension. The Scheffé test (Table 29), although identifing no differences beyond the 0.10 level, suggested that the major difference existed between the responses of those in their first year in nursing education and those with five to ten years of experience. The mean responses of those in their first year was 3.15 and of those in their fifth to tenth years was 2.74, indicating that those in their first year of nursing education perceived more loyalty and team spirit among faculty members than did those members with five to ten years of experience.

Table 29

Scheffé Multiple Comparison of Mean Responses of Faculty Members Differing in Years of Experience in Nursing Education on the Identity Scale

Experience	1	2	3	4
1. First year	1.00			
2. Second to fourth years	0.24	1.00		
3. Fifth to tenth years	0.15	1.00	1.00	
4. Over ten years	0.82	0.45	0.23	1.00

Summary

The mean responses of members who were in their first year of experience or those with more than ten years of experience were generally higher than the mean scores of those in their second to fourth years or fifth to tenth years of experience in nursing education. Those in their first year perceived a greater degree of opportunity to take responsibility than did faculty members in their second to fourth years in nursing education. Those in their first year also perceived greater demands for performance placed on members of faculty, and more of a team spirit among members than did members in their fifth to tenth years. Members with over ten years of experience perceived the organization as offering greater and more equitable rewards than did either those in their second to fourth years or those in their fifth to tenth years. Those with more than ten years of experience also perceived the organization's administration as being more supportive than did those in their fifth to tenth years.

AGE OF RESPONDENT

Subproblem 6

How did faculty members of different ages vary in their perceptions of the organizational climate?

Faculty members were asked to identify themselves within age groupings of 20-29, 30-39, 40-49, 50-59 and over 59. The last two categories were combined for data analysis. Analysis of variance of the mean scores of groups of different ages indicated significant differences on only the standards dimension of climate (Table 30).

The Scheffé test was employed (Table 31) to identify where the differences existed. From the Scheffé test it was noted that the significant difference of means was between the mean scores of the 30-39 age group (2.81) and the over 50 age group (3.13), indicating that the over 50 age group perceived a greater emphasis on a high level of performance than did the 30-39 age group.

Summary

Although there was a statistically significant difference on only one of the climate dimensions, it was noted that the mean score of faculty members over 50 years of age was higher on most scales than were the mean scores of younger age groups. Since there was not high consistency among the scores on the basis of age, age appears not to be a highly influential variable in the perception of climate. On the climate dimension of standards, however, those over 50 years of age perceived a significantly higher degree of emphasis than did faculty members in the 30-39 age group.

Table 30

Comparison of Perceptions of Faculty Members of Different Ages@ on the Climate Scales

Climate Scales	Independent Variables	Mean	F Values
Structure	Age 20-29	2.27	0.66
	Age 30-39	2.35	
	Age 40-49	2.28	
	Age Over 50	2.35	
Responsibility	Age 20-29	2.96	1.33
	Age 30-39	2.81	
	Age 40-49	2.96	
	Age Over 50	2.92	
Reward	Age 20-29	2.68	1.41
	Age 30-39	2.60	
	Age 40-49	2.75	
	Age Over 50	2.85	
Risk	Age 20-29	2.75	1.64
	Age 30-39	2.85	
	Age 40-49	2.86	
	Age Over 50	3.10	
Warmth	Age 20-29	2.96	0.47
	Age 30-39	2.82	
	Age 40-49	2.92	
	Age Over 50	2.97	
Support	Age 20-29	2.93	0.57
	Age 30-39	2.88	
	Age 40-49	2.96	
	Age Over 50	3.05	
Standards	Age 20-29	3.00	4.01**
	Age 30-39	2.81	
	Age 40-49	2.89	
	Age Over 50	3.13	
Conflict	Age 20-29	2.55	1.49
	Age 30-39	2.58	
	Age 40-49	2.77	
	Age Over 50	2.67	
Identity	Age 20-29	2.89	0.42
	Age 30-39	2.79	
	Age 40-49	2.92	
	Age Over 50	2.81	

@ 20-29 years of age, N=28; 30-39 years of age, N=70; 40-49 years of age, N=60, Over 50 years of age, N=32.

**Significant beyond the 0.01 level.

Table 31

Scheffé Multiple Comparison of Mean Responses of Faculty Members of Differing Ages on the Standards Scale

Age	1	2	3	4
1. 20-29 years of age	1.00			
2. 30-39 years of age	0.32	1.00		
3. 40-49 years of age	0.77	0.80	1.00	
4. Over 50 years of age	0.75	0.01*	0.13	1.60

*Significant beyond the 0.10 level.

TYPE OF CONTRACT

Subproblem 7

How did faculty members employed on a full time basis differ from faculty members employed on a part time basis in their perceptions of the organizational climate?

Respondents were asked to indicate if they were employed on a full time or a part time basis. Part time respondents were further requested to indicate for how many days a week they were employed. This information was used in the description of respondents (Chapter IV), but since only 23 of the 191 respondents were employed on a part time basis, the subdivisions of part time faculty were not used in the data analysis.

The mean responses of full time and part time members of faculty on the nine climate dimensions are shown in Table 32.

Table 32

Comparison of Perceptions of Full Time (N=168) and Part Time (N=23) Members of Faculty on the Climate Scales

Climate Scales	Independent Variables	Means	t Values
Structure	Full time	2.29	-2.98**
	Part time	2.52	
Responsibility	Full time	2.90	-0.23
	Part time	2.93	
Reward	Full time	2.67	-2.48*
	Part time	2.91	
Risk	Full time	2.86	-1.52
	Part time	3.08	
Warmth	Full time	2.88	-1.06
	Part time	3.04	
Support	Full time	2.92	-2.44*
	Part time	3.14	
Standards	Full time	2.92	-0.21
	Part time	2.94	
Conflict	Full time	2.64	-1.61
	Part time	2.87	
Identity	Full time	2.84	-2.26*
	Part time	3.10	

**Significant beyond the 0.01 level.
*Significant beyond the 0.05 level.

There was a statistically significant difference in the mean responses of full time and part time faculty members on four of the climate dimensions: structure, reward, support, and identity. On the structure dimension the difference in the mean responses of full time and part time faculty was beyond the 0.01 level of significance. The mean response of full time faculty on the structure scale was 2.29 and the mean response of part time faculty was 2.52. The response indicated that part time members of faculty perceived a higher level of structure in their organization than did full time members of faculty.

On the reward scale difference between mean responses of full time and part time faculty members was beyond the 0.05 level of significance. The mean response was 2.67 for full time faculty members and 2.91 for part time faculty members, indicating that part time members perceived greater rewards and more opportunity for advancement within the organization than did full time faculty members.

Part time members also perceived a greater amount of support in the organization than did full time respondents. The mean response of part time members on the support scale was 3.14. The mean response of full time members was 2.92. The difference between these means was significant beyond the 0.05 level.

There was also a significant difference beyond the 0.05 level in the responses of full time and part time faculty on the identity scale. The mean for the part time faculty was 3.10 and for the full time faculty it was 2.84, indicating that part time members perceived faculty members as having more pride in being members of their organization than did full time faculty.

Summary

Although there were significantly higher mean responses by part time faculty than by full time faculty on the climate dimensions of structure, reward, support, and identity, it was noted that the mean responses of part time faculty members were higher on all scales than were the mean responses of full time members of faculty. Part time faculty members appeared to perceive the institution's climate more positively than did full time members. Specifically, part time faculty perceived the organization as more structured, offering greater rewards and more support to its members, and having more of a team spirit among its members than did full time members of faculty.

ASSIGNMENT

Subproblem 8

How did faculty members with differing assignments (classroom lecturing or clinical supervision) vary in their perceptions of the organizational climate?

Respondents indicated if their major responsibility was in classroom lecturing, clinical supervision, or if they had equal responsibility in both areas of nursing education. The data analysis, Table 33, revealed differences beyond the 0.05 level of significance in the perceptions of the three groups on the structure, responsibility, reward, and support dimensions of climate. Differences beyond the 0.001 level of significance were noted on the conflict dimension.

The Scheffé test revealed that the significant differences on the structure dimension were between those whose responsibility was

Table 33

Comparison of Perceptions of Faculty Members with Differing Assignments@ on Climate Scales

Climate Scales	Independent Variables	Means	F Values
Structure	Classroom	2.45	3.61*
	Clinical	2.27	
	Both	2.28	
Responsibility	Classroom	2.96	4.58*
	Clinical	2.72	
	Both	2.96	
Reward	Classroom	2.89	3.91*
	Clinical	2.54	
	Both	2.65	
Risk	Classroom	2.97	2.40
	Clinical	2.71	
	Both	2.91	
Warmth	Classroom	2.98	1.96
	Clinical	2.72	
	Both	2.92	
Support	Classroom	3.09	2.56*
	Clinical	2.79	
	Both	2.90	
Standards	Classroom	2.94	0.08
	Clinical	2.91	
	Both	2.90	
Conflict	Classroom	2.98	8.24***
	Clinical	2.49	
	Both	2.53	
Identity	Classroom	2.90	0.61
	Clinical	2.75	
	Both	2.86	

@ Classroom teaching, N=37; Clinical teaching, N=59; Both classroom and clinical teaching, N=73.

***Significant beyond the 0.001 level.
*Significant beyond the 0.05 level.

primarily in classroom lecturing and those who were either primarily in the clinical setting or in both the classroom and the clinical setting. The mean response of faculty members teaching primarily in the classroom was 2.45; for faculty members assigned primarily to clinical supervision it was 2.27; and for those assigned to both areas it was 2.28. Faculty members assigned primarily to classroom lecturing perceived a higher degree of structure in the school of nursing than did faculty members who also had a clinical assignment (Table 34).

Table 34

Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Structure Scale

Assignment	1	2	3
1. Classroom teaching	1.00		
2. Clinical supervision	0.05*	1.00	
3. Both	0.06*	0.98	1.00

*Significant beyond the 0.10 level.

On the responsibility dimension there were significant differences between the perceptions of classroom lecturers and clinical supervisors, and between clinical supervisors and those assigned to both classroom and clinical instruction. The mean responses of both the classroom instructors and those assigned to both classroom and clinical teaching were 2.96. The mean response for those assigned primarily to clinical supervision was 2.72. Faculty members assigned primarily to the clinical area perceived faculty members as having less opportunity to make decisions, and act upon them, than did faculty members who spent most, or half time, in the classroom lecturing (Table 35).

Table 35

Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Responsibility Scale

Assignment	1	2	3
1. Classroom teaching	1.00		
2. Clinical supervision	0.08*	1.00	
3. Both	1.00	0.02*	1.00

*Significant beyond the 0.10 level.

The significant difference on the reward dimension was between classroom and clinical teachers. The mean response of faculty assigned primarily to classroom lecturing was 2.89; and of those assigned primarily to clinical instruction it was 2.54. The Scheffé test indicated that those assigned primarily to classroom instruction perceived the organization as providing greater and more equitable rewards than did those assigned primarily to clinical instruction (Table 36).

Table 36

Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Reward Scale

Assignment	1	2	3
1. Classroom teaching	1.00		
2. Clinical supervision	0.02*	1.00	
3. Both	0.12	0.58	1.00

*Significant beyond the 0.10 level.

The Scheffé test (Table 37) revealed that the major difference on the support dimension was between those assigned to the classroom and those assigned to the clinical area. The mean response of classroom teachers was 3.09, and for clinical teachers it was 2.79. The classroom lecturers perceived a greater degree of support from the organization than did the clinical instructors.

Table 37

Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Support Scale

Assignment	1	2	3
1. Classroom teaching	1.00		
2. Clinical supervision	0.08*	1.00	
3. Both	0.34	0.60	1.00

*Significant beyond the 0.10 level.

The differences on the conflict dimension as revealed by the Scheffé test (Table 38) were between faculty members assigned to the classroom only and those assigned either totally or partly to clinical supervision. The mean response of those assigned to classroom instruction was 2.98; for those assigned to clinical supervision it was 2.49; and for those assigned to both areas it was 2.53. Faculty members responsible primarily for classroom instruction perceived a greater degree of tolerance for conflict in the organization than did others.

Summary

Statistically significant differences were found on the climate dimensions of structure, responsibility, reward, support, and conflict, with the mean response of faculty members assigned primarily to classroom instruction higher than the mean responses of faculty members assigned primarily to clinical supervision, or of faculty assigned to both

Table 38

Scheffé Multiple Comparison of Mean Responses of Faculty with Different Assignments on the Conflict Scale

Assignment	1	2	3
1. Classroom teaching	1.00		
2. Clinical supervision	0.00*	1.00	
3. Both	0.00*	0.94	1.00

*Significant beyond the 0.10 level.

classroom and clinical instruction. Faculty assigned to classroom lecturing perceived the organization as more structured, tolerating a greater degree of individual responsibility and conflict, and offering greater rewards and more support than did members assigned to clinical supervision.

RELATIONSHIPS AMONG THE INDEPENDENT VARIABLES

It was recognized that overlap may have existed among the independent variables. No attempt, however, was made to examine correlations among the independent variables. A summary of the mean responses of faculty members on the climate scales by independent variables presented in Table 39 indicates major differences in the groupings of the independent variables. None of the independent variables showed significant differences on the same set of climate dimensions.

The analyses of the data showed that some of the variables identified had a greater impact on perception of climate than did others. When

Table 39

Summarization of Significant Differences in Mean Responses of Faculty Members on the Climate Scales by Independent Variables

Independent Variables	Climate Dimensions								
	Structure	Respon-sibility	Reward	Risk	Warmth	Support	Standards	Conflict	Identity
Hierarchy			X		X	X		X	X
Rank	X	X	X			X		X	X
Tenure			X						
Experience on Present Faculty		X	X	X			X		X
Experience in Nursing Education		X	X			X	X		X
Age of Respondent							X		
Type of Contract	X		X			X			X
Assignment	X	X	X			X		X	

faculty members were classified on the basis of rank there were significant differences in perception on six of the nine climate dimensions. There were significant differences on five dimensions on the variables of hierarchy, experience on present faculty, experience in nursing education, and assignment. Perception was affected by type of contract on four climate dimensions. Age of member and tenure each had an impact on only climate dimension.

It was also noted that there were more significant differences on some climate dimensions than on others. Significant differences on the reward dimension were noted on seven of the eight independent variables. There were five significant differences on the support and identity dimensions, four significant differences on the responsibility dimension, three significant differences on the structure, standards and conflict dimensions, and only one significant difference on the risk and warmth dimensions.

VARIATIONS AMONG INSTITUTIONS

Although it was not within the scope of the study to compare institutional responses, an overall profile of mean responses was developed without identifying individual faculties. An examination of these mean responses by individual faculties revealed differences between institutions (see Appendix D). The range of mean responses was much narrower on some dimensions (e.g., structure, conflict) than on other dimensions (e.g., risk, warmth, identity). Although there was no institution which had consistently high mean responses on all nine climate dimensions, one institution had highest mean scores on five dimensions, three institutions had most mean responses above the overall mean, and two institutions had

lower mean responses on most of the climate dimensions that the overall mean on those dimensions.

SUMMARY

For the purpose of analyzing the impact of group and organizational characteristics on perception of climate, responses of faculty members were studied by different subgroups. The t test and F test were employed to examine differences between and among mean responses of different groups. When the means of more than two groups were being compared, the Scheffé test was used to identify between which groups the difference existed.

Significant differences in mean responses were found between administrators and teachers on the climate dimensions of reward, warmth, support, conflict and identity. In each case the mean response of the administrators was higher than the mean response of the teachers.

When faculty members were grouped by rank, significant differences were found in mean responses on the dimensions of structure, responsibility, reward, support, conflict and identity, with mean responses of lecturers/instructors and assistant professors being lower than the mean responses of the associate professors and professors.

Significant differences between the mean responses of tenured and non tenured members of faculty were found on only the reward climate dimension, with the tenured group having the higher score.

Faculty members were also grouped by years of experience on present faculty and total experience in nursing education. The F test yielded significant differences on the climate dimensions of responsibility, reward, risk, standards, and identity, with highest mean scores from those who had

been on the present faculty for over ten years and lowest responses shared by the groups of faculty members in their second to fourth years and those in their fifth to tenth years on the present faculty.

When grouped by total experience in nursing education faculty members with more than ten years of experience and those in their first year scored significantly higher than those in their second to fourth or fifth to tenth years on the climate dimensions of responsibility, reward, support, standards and identity.

On the age variable, there was a significant difference on only the standards dimension, with the higher mean score belonging to faculty 50 years of age and over and the lowest mean score to faculty in the 30-39 age group.

Part time members of faculty scored significantly higher than full time faculty members on the climate dimensions of structure, reward, support, and identity.

Faculty members assigned to teach primarily in the classroom scored significantly higher than members assigned to teach primarily in the clinical setting on the climate dimensions of structure, responsibility, reward, support and conflict.

CHAPTER VI

SUMMARY, DISCUSSION OF FINDINGS AND CONCLUSIONS, AND IMPLICATIONS

This chapter is divided into three parts. The first part contains a summary of the problem, the related literature, research design and methodology, and the findings of the study. In the second part the findings are discussed and compared with the findings of other studies, and some conclusions are drawn. The third part focuses on implications of the study for theory, practice, and future research.

SUMMARY

The Problem

Based on Hellriegel and Slocum's (1974:256) suggestion that there is a need to identify differences of climate perceptions based upon "objective individual measures," and on the findings of a study by Herman et al. (1975) indicating that a member's current position in an organization is more significant in determining perception of climate than are demographic characteristics, the focus of the present research was on the impact of group and organizational characteristics on perception of climate.

Following a review of theories and research literature, including several studies of nursing and nursing education, a problem statement was formulated: to investigate the effect of organizational and group characteristics on organizational climate as perceived by members of

selected Canadian university schools of nursing. Eight subproblems were formulated to address the research problem. The subproblems related to the impact of hierarchy, rank, status, experience on present faculty, experience in nursing education, age, type of assignment, and type of contract on perception of organizational climate.

Review of Literature and Conceptual Framework

Chapter II of the study was devoted to a review of related literature and to developing a conceptual framework for the study. A discussion of organizational theory led to the specifics of organizational climate. Theories developed by McGregor, Argyris and Likert were identified as the basis of climate research. The relationship of climate to other aspects of an organization was studied. Theorists and researchers have conceived of organizational climate as: (1) an independent variable influencing the dependent variables of member satisfaction and productivity; (2) a variable dependent on other organizational dimensions such as leader behavior, structure, and technology; (3) an intervening variable moderating, bridging, or filtering organizational characteristics and members' behavior.

Hellriegel and Slocum's (1974:256) definition of organizational climate was found useful in conceptualizing organizational climate as:

> . . . a set of attributes which can be perceived about a particular organization and/or its subsystems, that may be induced from the way that organization and/or its subsystems deal with their members.

Researchers, it seems, have had to be somewhat arbitrary in determining the dimensions of climate. Campbell et al. (1970:393) identified five core dimensions in instruments developed by Litwin and

Stringer (1968), Schneider and Bartlett (1968), Kahn et al. (1964) and Taguiri (1966): individual autonomy, structural restraints, reward orientation, administrative support, and group relationships.

Literature identifying further conceptual issues as identified by Lau (1976) was also reviewed. These conceptual issues included: (1) whether the basis of climate is the organization or the individual, (2) if climate and satisfaction don't measure the same dimensions, (3) whether the level of analysis is the individual, the group, or the organization, (4) whether climate should be studied subjectively or objectively, and (5) the identification of climate dimensions. The specific method employed in studying organizational climate is dependent on the researcher's conceptualization of the climate as well as on the choice of definition.

For the conceptual framework of the present research the definition proposed by Hellriegel and Slocum (1974) was adopted. The climate of an organization or subsystem was viewed as the sum of the perceptions that members have about that organization or subsystem. Tagiuri (1968:28) stated that climate "is capable of being shared (as consensus) by several persons in a situation, and it is interpreted in terms of shared meaning (with some individual variation around a consensus)."

Although climate was conceived of as an intervening variable, the focus of the study was on the impact of independent variables (group and organizational characteristics) on perception of organizational climate.

Research Design and Methodology

The study was limited to six Canadian university schools of nursing in which the English language was used, and which offered a master's program in nursing.

The Litwin and Stringer Climate Questionnaire was pilot tested in a Canadian nursing faculty, and modified for use in the study. A section on personal data was developed to allow for description of respondents, and to facilitate the analysis of group differences.

Questionnaires were sent to all 269 faculty members of the selected university schools of nursing. There were 191 (71 percent) useable returns.

Frequency distributions allowed for description of respondents. Differences of means tests were employed to determine significant differences beyond the 0.05 level of significance in the responses of the groups.

The Findings

Hierarchy. The mean response of administrators was significantly higher than the mean response of teachers on the climate scales of reward, warmth, support, conflict and identity.

Rank. The mean responses of lecturers/instructors and assistant professors were lower on all nine climate scales than the responses of associate professors and full professors. The F test was used to identify significant differences on the climate scales of structure, responsibility, reward, support, conflict and identity.

Tenure. The only dimension on which there was a significant difference in mean responses of tenured and non tenured faculty members was the reward dimension. Tenured faculty members had a higher mean response than non tenured faculty members, that is, tenured members perceived the organization as offering greater rewards than did non tenured faculty.

Experience on faculty. There were significant differences of mean scores of faculty members who varied in their length of experience on faculty on the climate dimensions of responsibility, reward, risk, standards, and identity. Faculty members with more than ten years of experience with the present faculty, and those in their first year on the faculty had significantly higher mean scores than members with two to four years, or those with five to ten years with the faculty.

. Experience in nursing education. There were significant differences in the mean scores of faculty members with varying amounts of experience on the climate dimensions of responsibility, reward, support, standards, and identity. Again the mean responses of those with more than ten years of experience, and those in their first year in nursing education were higher than the mean responses of those with two to four years of experience, and those with five to ten years of experience.

Age groupings. The only significant difference of responses among faculty of different ages was on the standards dimension. Those over 50 years of age perceived the organization as more demanding of high levels of performance than did those between 30 and 39 years of age.

Type of contract. There were significant differences in the responses of full time faculty members and part time faculty members on the climate dimensions of structure, reward, support, and identity. In each case the higher mean scores were those of part time faculty members.

Type of assignment. Statistically significant differences were identified on the climate dimensions of structure, responsibility, reward, support and conflict, with the mean responses of faculty members assigned primarily to classroom lecturing being higher than the mean responses of faculty members assigned primarily to clinical supervision.

DISCUSSION OF FINDINGS AND CONCLUSIONS

In this section the subproblems of the study are reiterated, and the findings of the data analyses discussed, particularly as they relate to the findings of other studies. An attempt is made to formulate conclusions related to specific subproblems, and to generalize the conclusions resulting from the study.

Subproblem 1

How did administrative faculty members differ from teaching faculty members in their perception of the organizational climate?

There were statistically significant differences in the mean responses of administrators and teachers on five of the nine climate dimensions. From this finding it might readily be concluded that administrators and teaching faculty differed in their perceptions of climate. This conclusion supports the findings of studies by Payne (1973), Schneider (1973), and Gorman and Molloy (1972) who found that position

in the organization does affect perception of climate. Although there was general agreement with the other studies identified, there were variations on specific dimensions. Payne (1973) found that members at different hierarchical levels in the organization varied in their perceptions of structural contraints. This study found no significant differences between the responses of administrators and teachers on the structure scale. This finding confirmed the findings by Pheysey et al. (1971:71): "The differences between the responses of personnel at upper levels from those at lower levels were small enough to have occurred by chance." Their study related specifically to the influence of structure on responses of climate.

In the present study administrators' responses were significantly higher on the dimensions of reward, warmth, support, conflict, and identity. Most promotions, changes in status, or increases in salary result from recommendations of a faculty's administration. Consequently, perception of reward reflects on the administration. It was not surprising that the administration of a faculty would have a more positive perception of the reward system than would the teaching members of faculty. Similarly, items on the support dimension focused largely on the support of the administration for members of faculty and the conflict scale also reflected largely the attitude of the administration. Reward, support, and conflict dimensions showed significant differences in responses of administrators and teachers beyond the 0.01 level of significance. The other two dimensions showing significant levels of differences in response were warmth and identity. These scales reflected the friendliness and comradship among members of the faculty. Perhaps administrators expected

faculty members to support the administration and, therefore, perceived the members as identifying with the organization, working as a team and showing warmth and friendliness toward each other.

Although there were no statistically significant differences on the other scales, the mean responses indicated that the administrators, when compared with the teaching faculty, identified the organization as less structured, encouraging more individual responsibility, allowing for more creativity, and less demanding of high performance standards. In short, the administrators perceived the organization as highly considerate of its members.

In general then, it might be concluded that administrators and teaching faculty in schools of nursing differed in their perceptions of organizational climate. Specifically, administrators perceived the organization more favorably than did the teaching faculty.

Subproblem 2

How did faculty members of different rank vary in their perceptions of the organizational climate?

Porter and Lawler (1965), Payne (1973), Schneider (1973), Gorman and Molloy (1972) and Herman et al. (1975) all found that position in an organization affected perception of climate. Most of the independent variables used in the present study were objective indices related to the position of the faculty members in the organization.

The findings of this study supported the results of studies identified for comparison. There were statistically significant differences in the mean responses of faculty members at different ranks on six of the nine climate dimensions. On the reward dimension the

differences, beyond the 0.001 level of significance, were between full professors and assistant professors, between associate and assistant professors, and between associate professors and lecturers/instructors. In each case the higher rank corresponded with higher levels of perception of rewards. It was not surprising that those who had been promoted to the ranks of associate or full professors, and whose salary level was also at a higher rate, perceived the rewards within the organization as greater and more equitable. Faculty at the associate and full professor ranks not only perceived greater rewards from the administration than did the assistant professors and the lecturers/instructors, but they also perceived the administration as being more supportive, of tolerating more conflict, and of allowing them a greater degree of autonomy.

These findings were not surprising since the perceptions were probably accurate reflections of reality. What was more difficult to understand was the finding that associate professors perceived the organization as significantly more structured than did the assistant professors. A comment by Payne (1973:523) provided perhaps a partial explanation:

> . . . specialization, and the increasing professionalization associated with specialization, does lead to more stimulating climates in the area of work itself, that is, scientific and technical orientation, intellectual orientation, job challenge, task orientation, and industriousness. Greater specialization also helps to explain the higher degree of questioning of authority in larger organizations.

The associate professors may be the more specialized faculty members by virtue of education and experience and may as a result have perceived more structural constraints. The findings may indicate that members

at the rank of associate professor or full professor identified more fully with the organization and were more committed to it than were assistant professors and lecturers/instructors. They may also have been the individuals who had been with the organization for the longest period of time and had developed influential positions on the faculty.

It was further puzzling to note that, except for the risk dimension, the lecturers/instructors had higher mean scores than did assistant professors. Assistant professors had the lowest mean responses on all but the risk climate dimension. The lecturers/instructors may have been the youngest, least educated, and least experienced members on faculty. They may have perceived the climate of the organization more positively because of their own perceived fortune in being given a position on the faculty. The assistant professors, on the other hand, may have been disillusioned with their lack of power and with the length of time it takes to be promoted from one rank to another. In many nursing faculties there continues to be a high rate of faculty turnover. It would be interesting to know if it is most frequently the assistant professors who move from one faculty to another.

It was concluded that those at the rank of assistant professor had a less favorable perception of the organization's climate than did those at the lecturer/instructor, associate professor, and those at the full professor levels.

Subproblem 3

How did tenured faculty members differ from non tenured faculty members in their perception of the organizational climate?

Tenure, like rank, could be seen as one of the objective indices

related to the employee's position in the organization. Tenure, however, had far less impact on the perception of climate than did hierarchy or rank. The only dimension on which the mean responses of tenured and non tenured faculty differed significantly was the reward scale. Tenured faculty indicated significantly higher perceptions (responses) on the reward dimension. It may be concluded that the status and security associated with tenure did not significantly influence the perceptions faculty members have of the organizational climate, except in the area of rewards where tenured members perceived greater and more equitable rewards beyond the 0.001 level of significance. It may be that the variable of tenure was not particularly influential on the perception of climate because only a small percentage of members of nursing faculties have tenure. The difference on the reward dimension may be explained on the basis of the security and sense of commitment of tenured faculty. Tenured members do indeed have greater rewards since they have been rewarded with the status of tenure.

Subproblem 4

How did faculty members who have been on faculty for differing periods of time vary in their perceptions of the organizational climate?

Johnston (1976) studied thirty-nine professionals in a five-year old firm. He found that those who had been with the firm for more than three years ("the first generation") perceived the climate differently than those who had been with the organization for six months to two years. Johnston (1976:101) concluded:

> . . . each generational group perceived a different climate within the organization. That experienced by first generation members was flexible, strongly oriented toward individuality and interpersonal relationships, nonauthoritarian, and generally concerned with integration of individual and organizational goals; that is a highly organic-adaptive task environment. Second generation members perceived climate that was more rigid and procedural, had a more hierarchically based influence and authority system, was more impersonal, and placed greater emphasis in organizational goals.

The findings of the present study supported Johnston's conclusion that members who had been with the organization for varying lengths of time differed in their perceptions of climate.

Significant differences beyond the 0.001 level were found on the reward dimension. These differences indicated that: (1) those in their first year in the faculty perceived greater and more equitable rewards for members than did those in their second to fourth years on the faculty, (2) those with more than ten years on the faculty perceived greater and more equitable rewards for members than did those in their second to fourth years or those in their fifth to tenth years on the faculty.

The pattern of responses was quite consistent on all scales with those in their second to fourth years having the lowest mean responses, followed by those in their fifth to tenth years. The mean responses of members in their first year and those with more than ten years on the faculty were quite similar and were higher than the mean responses of either of the other groups.

A significant difference beyond the 0.01 level was found on the standards dimension, with members having more than ten years of experience perceiving significantly higher demands for performance standards than those in their second to fourth years.

There were significant differences beyond the 0.05 level on the responsibility, risk, and identity scales. Faculty in their first year perceived a greater degree of autonomy and individual responsibility than did those in their second to fourth years. Faculty with more than ten years in the organization perceived a greater degree of encouragement for members to be creative, and also perceived a greater team spirit in the faculty than did those who had been with the organization for two to four years.

The high scores of members in their first year with the organization was not easily explained. Perhaps in their first year they were taking cues primarily from the administration. It is understandable that those who had devoted more than ten years to a specific organization, would identify with the organization, and feel committed to the climate which they assisted in creating. Faculty in their first year on faculty may have felt fortunate in being members of the faculty and may at the same time have been very aware of the responsibilities they were given.

It might be concluded that faculty in their second to fourth years on faculty were somewhat disillusioned, or least favorably impressed by the climate of their organization, particularly in the areas of reward, autonomy, creativity, standards, and identity. They may indeed be seen as, and treated as, new comers by the administration and by faculty with more extensive experience in the organization.

Generally, the findings of this study indicated that the longer individuals had been in contact with an organization the more positive were their perceptions of the organization's climate.

Subproblem 5

How did faculty members with differing lengths of experience in nursing education vary in their perceptions of the organizational climate?

Findings of the study showed significant differences of mean responses on five dimensions: reward, standards, responsibility, support, and identity. The differences were quite similar to the differences of experience on the present faculty, with the exception that it was people in their first year of experience who had higher mean responses than those with more than ten years of experience. The findings may have been unique to the time period of the study. With the national rate of unemployment at ten percent, nurses who were accepted on a nursing faculty with probably only a bachelor's degree may equate climate to their feeling of good fortune.

On the climate dimensions of standards, support, and identity those in their first year of experience scored significantly higher than those in their fifth to tenth years of experience. On the responsibility scale those in their first year of experience scored significantly higher than those in their second to fourth years of experience. On the reward scale those with more than ten years of experience had a higher mean response than those with two to four years of experience or those with five to ten years of experience. Faculty members in their first year in nursing education may, because of their insecurity, have been more aware of the expectations and responsibilities placed on them, and may have perceived the organization as being more supportive and the faculty as being friendlier than was perceived by faculty members with more

experience. First year teachers may actually have been the recipients of more help and support.

Faculty members with more than ten years of experience perceived the rewards offered by the organization greater and more equitable than did those with two to ten years of experience. Faculty members in their first year of nursing education perceived the organization as expecting higher levels of performance, allowing greater autonomy for individuals, being more supportive, and fostering more of a team spirit than did those with more experience--particularly those with two to ten years of experience in nursing education.

It was concluded that both experience on present faculty and experience in nursing education were variables with significant impact on perception of climate.

No other studies were found with which to compare these findings.

Subproblem 6

How did members of different ages vary in their perceptions of the organizational climate?

The standards dimension was the only one in which significant differences were found when perceptions of climate were studied on the basis of age. Those over 50 years of age had a significantly higher mean response than those 30-39 years of age. This finding did not seem surprising, as older faculty members had probably moved up the ranks into administrative positions, and may indeed have had greater performance expectations placed on them.

It must be concluded that age was not a significant factor affecting perception of organizational climate in nursing faculties.

These findings support the conclusions arrived at by Herman et al. (1975). In their study they attempted to identify "the sources of variance associated with employees' responses to their work environment." They found that demographic variables such as age, sex, marital status, family size, number of wage earners in the family, and education accounted for only nine percent of the variance of employees' responses.

Subproblem 7

How did faculty members employed on a full time basis differ from faculty members employed on a part time basis in their perceptions of the organizational climate?

No studies were found identifying differences in perceptions on the basis of full time/part time employment. It seemed logical to assume that the findings would be similar to the findings on tenured/non tenured faculty members' perceptions. The tenured members perceived the organization as offering greater and more equitable rewards than did the non tenured members. On the contrary, when perception of climate was studied on the basis of full time/part time employment, significant differences were found on the four climate dimensions of structure, reward, support, and identity. Faculty members employed on a part time basis perceived the organization as more structured, offering greater rewards and support, and having a greater sense of identity among its members than did members employed on a full time basis.

Part time faculty members are frequently the individuals with the least academic preparation. They are often assigned to clinical supervision only. Consequently, the organization with which they are most familiar is the hospital rather than the university. This could

account for the differences in their perceptions. Part time faculty may, for example, have perceived greater structural constraints because of the highly bureaucratized work setting of the hospital. On the other hand, because of the constraints on their time as part time faculty, they may have been more concerned about the school's rules and regulations.

Part time faculty may also have viewed full time faculty members as being very privileged and secure--having greater rewards, administration's support, and a team spirit among faculty. On the other hand, part time faculty may have been satisfied to have a position on a nursing faculty. They may, therefore, have perceived the structure, reward system, support of administration and team spirit among faculty as satisfying their needs.

It may be concluded that type of contract had an impact on perception of climate, and that part time faculty perceived climate more positively than did full time faculty.

Subproblem 8

How did faculty members with differing assignments differ in their perception of the organizational climate?

On every climate dimension those assigned primarily to classroom lecturing had a higher mean score than those assigned to both classroom lecturing and clinical supervision; and those assigned to both classroom lecturing and clinical supervision had a higher mean score than those assigned primarily to clinical supervision.

Statistically significant differences were found on four climate dimensions. There was a significant difference beyond the 0.001 level on the conflict dimension. Faculty assigned primarily to classroom

lecturing had a significantly higher mean score than either those assigned primarily to clinical supervision or those assigned to both classroom and clinical teaching. This may be explained on the basis of the complexity of relationships in organizations. Faculty members assigned primarily to classroom lecturing were exposed primarily to one organization: a university department in which questioning and differences of opinions have always been acceptable. Faculty members assigned primarily to clinical supervision spent most of their time in a very different organization--the hospital. Nurses have traditionally been accustomed to taking orders. From the vantage point of the hospital, the university may indeed appear to be more tolerant of conflict.

Similarly, it appears understandable that faculty assigned to clinical supervision perceived the degree of structure in the nursing faculty as less restrictive than did faculty members assigned primarily to the classroom. Comparatively, a university department might seem much less bureaucratic than a hospital. On the structure dimension there were significant differences between the mean responses of faculty assigned primarily to classroom teaching and those assigned primarily to clinical teaching, or teachers assigned to both classroom and clinical teaching.

On the responsibility dimension both those assigned to classroom teaching and those assigned to both classroom and clinical teaching perceived a significantly greater amount of autonomy for faculty members than did members assigned primarily to clinical supervision. The differences in responses may again be explained in relationship to the organization with which the member is primarily associated. Although

perceptions were of the schools of nursing, members assigned primarily to the clinical area may well have been influenced by the constraints of the bureaucratic hospital setting.

Lastly, faculty members assigned to classrooms perceived greater and more equitable rewards for faculty members than did those assigned primarily to clinical supervision. Possibly many of those members assigned primarily to clinical supervision lacked academic preparation and, therefore, did have a lower salary and less opportunity for promotion.

These findings support an assumption made by Evans (1968:113):

> Organizational members performing different roles tend to have different perceptions of the climate, if only because of (a) a lack of role consensus, (b) a lack of uniformity in role socialization, and (c) a diversity in patterns of role--set interactions.

In comparing the perceptions of faculty members assigned primarily to the classroom and those assigned primarily to the clinical area, it may be concluded that faculty members assigned to clinical supervision perceived the university department of nursing as less structured than faculty assigned primarily to classroom instruction. Faculty assigned primarily to the classroom perceived the organization as offering more opportunity for autonomous decision making, tolerating more conflict, and offering greater and more equitable rewards to its members.

Conclusions

In determining the impact of group and organizational characteristics on the perception of organizational climate, the findings of the study permit some broad conclusions:

1. Within the parameters of the study, group and organizational characteristics did have an impact on perceptions of climate. When

studied on the basis of group and organizational characteristics, statistically significant differences were identified in the responses on the climate dimensions.

2. The independent variables which related to the member's position in the organization had the greatest impact on perception of organizational climate. The greatest number of significant differences in perception were noted when faculty members were categorized on the basis of rank. This was followed by the length of experience on the present faculty, hierarchical level, total experience in nursing education, type of assignment, and type of contract. Perception was affected on only one dimension when the independent variable was tenure or age.

3. The impact of group and organizational characteristics was greater on some dimensions of climate than on others. There were twelve significant differences in group mean responses on the reward dimension; six significant differences in mean responses on the responsibility dimension; four significant differences of mean responses on the structure, support and identity dimensions; three significant differences of mean responses on the risk dimension; and only one significant difference of mean responses on the warmth dimension.

IMPLICATIONS

Implications for Theory

Forehand and Gilmer (1964:364) stated:

> Theoretical conceptions of the relationship of organizational properties to individual behavior often emphasize the role of perception of organizational properties or intervening variables. For example, Likert's interaction-influence model assigns central importance to organizational characteristics as they are perceived by the individual. The causal variables (structure, objectives,

> supervisory practices, etc.) interact with personality to produce perceptions [of climate], and it is only through perceptions that the relationship between causal and end-result variables may be understood (Likert, 1961, pp. 196ff.). This point of view suggests the measurement of climate indirectly via the perception of the individual whose behavior is being studied.

This quotation summarizes the relationship of climate to other aspects of the organization as identified in the conceptual framework. Climate was perceived as an intervening variable between organizational characteristics and members' behavior.

It has been suggested, by researchers, that organizational climate theory would profit by research which would investigate group and organizational variables affecting climate (Forehand and Gilmer, 1964:368). Various studies such as those by Herman et al. (1975), Pheysey (1971), Gorman and Molloy (1972) have attempted such research. The present research sought to strengthen findings of previous research by using some of the same variables but in a different setting. A further objective of this research was to add to the findings by adding variables which had not been tested, such as the affect of assignment to clinical or classroom teaching on perception of climate. Primarily, the present study was significant in its support of the findings of other studies, which concluded that level or position in the organization affects perception of climate.

The study further identified the specific climate dimensions which were mostly affected by the independent variables. No effort was made to label the overall climate. Various writers support such a method (Forehand, 1968; Sells, 1968). In the present study an attempt was made to identify the perceptions of various groups, and to note how those perceptions varied from the perceptions of other groups. In other

words, the study examined the impact of group membership on perception. Pace (1968:141) stated, "The study of subcultures and subenvironments is a significant and enriching counterpart to the study of total environments." By the study of "subcultures" (groupings) in Canadian university schools of nursing and by employing several groupings or independent variables which had not been studied previously, a broader understanding of climate in schools of nursing was gained which also added to the general knowledge of climate.

Implications for Practice

"If men define situations as real, they are real in their consequences" (Merton, 1957:421). Various studies have verified that perception of climate affects satisfaction and performance (Pritchard and Karasick, 1973; Kaczka and Kirk, 1968; Friedlander and Margulies, 1969; Costley, Downey and Blumberg, 1973; and Hand, Richards and Slocum, 1973). Because previous studies have shown a relationship between climate perception and attitudes and behaviors, knowledge of climate perceptions becomes highly relevant information to the organization's administration.

The findings and conclusions of the present study may be of particular interest to administrators of nursing faculties. Administrators may first inquire as to the reasons for differences in perception. Secondly, administrators may question how climate perception may be changed. In answer to the first question, Evans (1968:118-120) has discussed rather extensively the process of socializing members into a group. He suggested that climate perception is perpetuated from one generation to another in a group, and is not easily changed even by changes in leadership:

> The climate of an organization tends to be perpetuated from one generation of members to another unless the structure of inputs and intra-organizational processes are changed along with the feedback effects. This hypothesis, if true, in effect cautions against the inclination to solve an organizational climate problem by recruiting a new executive. He is not likely to succeed unless he is sufficiently knowledgeable, powerful, and charismatic as to alter the inputs, the intra-organizational processes, and outputs and the feedback effects.

In the university schools of nursing, as in other organizations, the underlying factors which influence how perceptions are perpetuated would have to be altered. This might result in substantial changes in the organizational processes such as a change from unilateral decision making to participative decision making. It might further result in changes in group membership. In schools of nursing the administrators might consider having faculty members who are assigned primarily to clinical supervision, assigned to some classroom instruction as well. It might also mean shortening the length of time at which individuals remain at the assistant professor rank, or of offering teaching members of faculty some administrative responsibility.

Implications for Further Research

This study examined the impact of selected independent variables on the faculty members' perceptions of organizational climate dimensions in six Canadian university schools of nursing. Several further research concerns related to this study could be pursued.

1. Eight independent variables were studied in relation to their impact on perception of climate. Other variables than those selected might have been used and could be used in future studies. Forehand and Gilmer (1964:367) suggested the use of independent group variables such as group maturity, size of group, composition of group, and so on.

Similarly, degree of professionalization of the group, or cosmopolitans versus locals would add further to the factors affecting perception of climate. Since nursing faculties generally have a vast number of committees, structure might be useful in a study.

2. In this research differences of perceptions of various groups were studied, but no attempt was made to identify interrelationships among various independent variables. The question might be asked, for example, were the individuals who were assigned to teach primarily in the classroom also those who had full professor rank?

3. An attempt was made by faculty members to describe what they perceived to be reality. Further research identifying both the actual and the preferred climate, similar to the study undertaken by Gorman and Molloy (1972), would be useful in determining member satisfaction. This would lead to an investigation of the outcome of various climates. Since there are new trends and new expectations in the work force, expectations may change rather rapidly.

4. This study focused on the perceptions of faculty members to the exclusion of others who would have perceptions about the organizational climate. Other groups like students, hospital personnel who associate with faculty and students, and outsiders might add significantly to an understanding of the climate of schools of nursing. A future study might focus on the differences in perception of students and faculty.

5. It would be of interest to examine the perceptions of faculty members of other university departments with practicums to determine if the findings related to the assignment variable were unique to schools of nursing, or if there is similarity among other departments with practicums.

BIBLIOGRAPHY

BIBLIOGRAPHY

Andrews, John H.M.
1965 "School Organizational Climate: Some Validity Studies." Canadian Education and Research Digest, 5:317-334.

Andrews, Michael Bruce Barrington
1978 "Interorganizational Relationships and Effectiveness in a Program for the Preparation of Allied Health Professionals." Unpublished Ph.D. thesis. Edmonton, Alberta: University of Alberta.

Argyris, C.
1964 Integrating the Individual and the Organization. New York: John Wiley and Sons.

Astin, A.W. and J.L. Holland
1961 "The Environmental Assessment Technique: A Way to Measure College Environments." Journal of Educational Psychology, 52:308-316.

Barnard, C.I.
1938 The Function of the Executive. Cambridge, Mass.: Harvard University.

Bartol, Kathryn M. and D. Anthony Butterfield
1976 "Sex Effects in Evaluating Leaders." Journal of Applied Psychology, 61:4:446-454.

Batchler, Mervyn William
1977 "A Study of Relationships Between Organizational Climates and the Administrative Behavior of School Administrators." Unpublished Ph.D. thesis. Edmonton, Alberta: University of Alberta.

Bennis, Warren G.
1962 "Toward a Truly Scientific Management: The Concept of Organizational Health." General Systems Yearbook, 7:269-282.

Bergquist, William H. and William A. Shoemaker
1976 "Facilitating Comprehensive Institutional Development," in William H. Bergquist and William C. Shoemaker, (Editors), New Directions for Higher Education: A Comprehensive Approach to Institutional Development. San Francisco: Joseey-Bass.

Blake, R.R. and J.S. Mouton
1964 The Managerial Grid. Houston: Gulf.

Borrevik, Berge A. Jr.
1972 "The Construction of an Organizational Climate Description Questionnaire for Academic Departments in Colleges and Universities." A Ph.D. Dissertation. Eugene, Oregon: University of Oregon.

Cadman, Lee Ellen
1977 "Evaluation of Alberta Nursing Instructors." Unpublished M.Ed. thesis. Edmonton, Alberta: University of Alberta.

Campbell, J.P., Marvin D. Dunnette, Edward E. Lawler and Karl F. Weick, Jr.
1970 Managerial Behavior, Performance and Effectiveness. New York: McGraw-Hill.

Canadian Association of University Schools of Nursing Newsletter
1977 March No. 2, Ottawa.

Cantril, Hadley
1963 "Perception and Interpersonal Relations," in Timothy W. Costello and Sheldon S. Zalkind (Editors), Psychology in Administration: A Research Orientation. Englewood Cliffs: Prentice Hall.

Cawsey, T.
1973 "The Interaction of Motivation and Environment in the Prediction of Performance Potential and Satisfaction in the Life Insurance Industry in Canada." Paper presented at 16th Annual Midwest Academy of Management Meeting. Chicago.

Centre, John A., Rodney T. Hartnett, and Richard E. Peterson
1970 "Faculty View of Institutional Functioning: A New Measure of College Environments." Educational and Psychological Measurement, 30:405-416.

Child, John
1974 "What Determines Organizations Performance?" Organizational Dynamics, 3:1:2-18.

Clarke, Thomas E.
1971 "The Work Environment and Mental Health." Studies in Personal Psychology, 3:83-96.

Cornell, Francis G.
1955 "Socially Perceptive Administration." Phi Delta Kappan, 36:3: 219-223.

Costley, D., K. Downey and M. Blumberg
1973 "Organizational Climate: The Effects of Human Relations Training." Unpublished paper. University Park, Pa.: The Pennsylvania State University.

Csoka, Louis S.
1975 "Relationship of Initiating Structure and Job Performance as Moderated by Consideration." Journal of Applied Psychology, 55:5:489-490.

Dessler, Gary
1976 Organization and Management: A Contingency Approach. Englewood Cliffs: Prentice-Hall.

_____.
1977 Management Fundamentals: A Framework. Reston: Prentice-Hall.

DeVries, David L. and John P. Snyder
1974 "Faculty Participation in Departmental Decision-Making." Organizational Behavior and Human Performance, 11:235-249.

Dieterly, Duncan L. and Benjamin Schneider
1974 "The Effect of Organizational Environment on Perceived Power and Climate: A Laboratory Study." Organizational Behavior and Human Performance, 11:316-337.

Dykes, A.R.
1968 "Faculty Participation in Academic Decision-Making: Report of a Study." American Council on Education Monograph.

Enns, F.
1966 "Perception in the Study of Administration." The Canadian Administrator, 5:6:23-26.

Evans, William M.
1968 "A Systems Model of Organizational Climate," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

_____.
1976 Organization Theory. New York: John Wiley and Sons.

Etzioni, A.
1964 Modern Organizations. Englewood Cliffs, N.J.: Prentice-Hall.

Ferguson, George A.
1971 Statistical Analysis in Psychology and Education (Third Edition). New York: McGraw-Hill.

Fiedler, Fred Edward
1967 A Theory of Leadership Effectiveness. New York: McGraw-Hill.

Forehand, Garlie A.
1968 "On the Interaction of Persons and Organizations," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

Forehand, G.A. and B.H. Gilmer
1964 "Environmental Variations in Studies of Organizational Behavior." Psychological Bulletin, 62:361-382.

Fox, Robert S., Richard Schmuck, Elmer Van Egmond, Miriam Ritvo, and Charles Jung.
1973 Diagnosing Professional Climate of Schools. Fairfax, Virginia: NTL Learning Resources Corp., Inc.

Fredriksen, N.
1968 "Administrative Performance in Relation to Organizational Climate." A paper presented at a symposium on "Measuring Managerial Effectiveness." San Francisco: American Psychological Association.

Friedlander, R. and N. Margulis
1969 "Multiple Impacts of Organizational Climate and Individual Value Systems Upon Job Satisfaction." Personnel Psychology, 22:171-183.

George, Julius R. and Lloyd K. Bishop
1971 "Relationship of Organizational Structure and Teacher Personality Characteristics to Organizational Climate." Administrative Science Quarterly, 16:4:467-475.

Gorman, Liam and Eddie Molloy
1972 People, Jobs and Organizations. Dublin: Mount Salus.

Greiner, Larry E., D. Paul Leitch, and Louis B. Barnes
1968 "The Simple Complexity of Organizational Climate in a Government Agency," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

Gurion, Robert
1973 "A Note on Organizational Climate." Organizational Behavior and Human Performance, 9:120-125.

Hagstrum, Jean H.
1972 "The Improvement of Teaching at North-Western University," in C. Claude Mathis and William C. McGaghie (Editors), Profiles in College Teaching: Models at Northwestern. Evanston, Illinois: Northwestern University.

Hall, Douglas T.
1975 Experience in Management and Organizational Behavior. Chicago: St. Clair.

Hall, Richard H.
1969 Occupations and the Social Structure. Englewood Cliffs, New Jersey: Prentice-Hall.

Halpin, Andrew W. and Don B. Croft
1963 The Organizational Climate of Schools. Chicago: University of Chicago.

Hand, H., M. Richards and J.W. Slocum
1973 "Organizational Climate and the Effectiveness of a Human Relations Training Program." Academy of Management Journal, 15:185-195.

Hellriegel, Don and John W. Slocum, Jr.
1974 "Organizational Climate: Measures, Research and Contingencies." Academy of Management Journal, 17:2:255-280.

Hemphill, John K.
1955 "Leadership Behavior Associated with the Administrative Reputation of College Departments." The Journal of Educational Psychology, 46:385-401.

Herman, J.B. and C.L. Hulin
1972 "Studying Organizational Attitudes from Individual and Organizational Frames of Reference." Organizational Behavior and Human Performance, 8:84-102.

Herman, Jeonne B., Randel B. Dunham and Charles L. Hulin
1975 "Organizational Structure, Demographic Characteristics and Employee Responses." Organizational Behavior and Human Performance, 13:206-232.

House, R.J. and J.R. Rizzo
1972 "Toward the Measurement of Organizational Practices: Scale Development and Validation." Journal of Applied Psychology, 56:388-396.

House, R.J. and L.A. Wigdor
1967 "Herzberg's Dual-factor Theory and Job Satisfaction and Motivation: A Review of the Evidence and Criticism." Personal Psychology, 20:369-387.

Immegart, Glenn L. and Francis J. Pilecki
1973 An Introduction to Systems for the Educational Administrator. Reading, Mass.: Addison-Wesley.

Indik, B.P.
1965 "Organization Size and Member Participation: Some Empirical Tests of Alternative Explanation." Human Relations, 18:339-350.

James, Lawrence R. and Allan P. Jones
1974 "Organizational Climate: A Review of Theory and Research." Psychological Bulletin, 81:12:1096-1112.

Johannesson, R.E.
1973 "Some Problems in the Measurement of Organizational Climate." Organizational Behavior and Human Performance, 10:118-144.

Johnston, H. Russell
1976 "A New Conceptualization of Source of Organizational Climate." Administrative Science Quarterly, 21:1:95-103.

Kaczka, E. and R. Kirk
1968 "Managerial Climate, Work Groups, and Organizational Climate." Organizational Behavior and Human Performance, 12:252-271.

Kahn, R., D. Wolfe, R. Quinn, J. Snock, and R. Rosenthal
1964 Organizational Stress: Studies in Role Conflict and Ambiguity. New York: Wiley.

Kerlinger, Fred N.
1964 Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.

Knox, Jane Eleanor
1971 "The Formation of Nurse Role Conception: A Study of Baccalaureate Nursing Students." Unpublished Ed.D. Thesis. New York: Columbia University.

Kramer, Marlene, Catherine McDonnele and John L. Reed
1972 "Self-Actualization and Role Adaptation of Baccaleaureate Degree Nurses." Nursing Research, 21:111-123.

La Follette, William R. and Henry P. Sims, Jr.
1975 "Is Satisfaction Redundant with Organizational Climate?" Organizational Behavior and Human Performance, 13:257-278.

Lambertson, E.C.
1968 "The Emerging Health Occupation." Nursing Forum, 7:1:87-97.

Lancaster, A.
1972 Nurse Teachers: The Report of an Opinion Survey. Edinburgh: Churchill Livingstone.

Lau, A.W.
1976 Organizational Climate: A Review of Recent Literature. San Diego: Navy Personnel Research and Development Center.

Lawler, Edward E. III, Douglas T. Hall and Greg R. Oldham
1974 "Organizational Climate: Relationship to Organizational Structure, Process and Performance." Organizational Behavior and Human Performance, 11:139-155.

Lawrence, Paul R. and Jay W. Lorsch
1969 Organization and Environment. Homewood: Richard D. Irwin.

Lefebvre, Sister Denise
1950 "Evaluation of Schools of Nursing." The Canadian Nurse, 46:4: 278-285.

Likert, Renis
1961 New Patterns of Management. New York: McGraw-Hill.

_____
1967 The Human Organization. New York: McGraw-Hill.

Litwin, George H. and Robert A. Stringer, Jr.
1968 Motivation and Organizational Climate. Boston: Harvard University.

Longest, Beaufort E., Jr.
1974 "Job Satisfaction for Registered Nurses in the Hospital Setting." The Journal of Nursing Administration, 4:46-52.

Lorsch, Jay W. and John J. Morse
1974 Organizations and Their Members: A Contingency Approach. New York: Harper and Row.

Lutz, Evelyn M. and Jeanne S. Berthold
1971 Creating a Climate for Educational Technology in Nursing. Cleveland: Case Western Reserve University, Frances Payne Bolton School of Nursing.

Marrow, A., D. Bowers, and S. Seashore
1967 Management by Participation. New York: Harper and Row.

Mars, David
1969 Organizational Climate for Creativity. Los Angeles: University of California, Creative Education Foundation.

McCullouch, Lorraine J.
1975 "Review of Select Research on Job Satisfaction." A term paper in Health Service Administration. Edmonton, Alberta: University of Alberta.

McFarlane, J.
1970 "Legacy of the Seventies." Nursing Times, 15:1:90-91.

McGregor, D.
1960 The Human Side of Enterprise. New York: McGraw-Hill.

Mehta, Anjani
1977 "Institutional Climate as a Factor of Staff Morale and Student Control Ideology in the Affiliated Colleges of Gujarat University." Unpublished Ph.D. dissertation. Baroda, India: University of Baroda.

Merton, R.K.
1957 Social Theory and Social Structure. Glencoe: Free Press.

Mott, Paul E.
1972 The Characteristics of Effective Organizations. New York: Harper and Row.

Murray, H.A.
1938 Explorations in Personality. New York: Oxford University Press.

Nie, Norman H., C.H. Hadlai Hull, Jean G. Jenkins, Karin Steinbrenner, Dale H. Bent
1975 Statistical Package for the Social Sciences (Second Edition). New York: McGraw-Hill.

Nixon, Mary Theresa
1975 "Women Administrators and Women Teachers: A Comparative Study." Unpublished Ph.D. thesis. Edmonton, Alberta: University of Alberta.

Null, Eldon J.
1967 Organizational Climate of Elementary Schools. Minneapolis, Minnesota: University of Minnesota, Educational Research and Development Council.

Pace, C. Robert
1968 "The Measurement of College Environments," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

_____.
1971 A Prospectus CUES II. Los Angeles: University of California, Educational Testing Service.

Parsons, T.
1956 "Suggestions for a Sociological Approach to the Theory of Organizations." Administrative Science Quarterly, 1:225-239.

Payne, Roy L. and Roger Mansfield
1973 "Relationships of Perceptions of Organizational Climate to Organizational Structure, Context, and Hierarchical Positions." Administrative Science Quarterly, 18:4:515-526.

Perkins, James A.
1966 The University in Transition. Princeton, New Jersey: Princeton University.

Perrow, Charles
1973 Complex Organizations: A Critical Essay. Glenview: Scott, Foreman.

Pheysey, Diana C., Roy L. Payne and Derek S. Pugh
1971 "Influence of Structure at Organizational and Group Levels." Administrative Science Quarterly, 16:1:61-73.

Popham, W. James and Kenneth A. Sirotnik
1973 Educational Statistics: Use and Interpretation (Second Edition). New York: Harper and Row.

Porteous, J. Douglas
1977 Environment and Behavior: Planning and Everyday Urban Life. Reading, Massachusetts: Addison-Wesley.

Porter, Lyman W. and Edward E. Lawler, III
1965 "Properties of Organizational Structure in Relation to Job Attitudes and Job Behavior." Psychological Bulletin, 64:1:23-51.

Porter, Lyman W., Edward E. Lawler, III, and J. Richard Hackman
1975 Behavior in Organizations. New York: McGraw-Hill.

Presthus, Robert
1965 The Organizational Society. New York: Alfred A. Knopf.

Pritchard, R. and B. Karasick
1973 "The Effects of Organizational Climate on Managerial Job Performance and Job Satisfaction." Organizational Behavior and Human Performance, 9:110-119.

Pugh, D.S., D.J. Hickson, C.R. Hinings, K.M. Macdonald, C. Turner and T. Lupton
1963 "A Conceptual Scheme for Organizational Analysis." Administrative Science Quarterly, 8:289-315.

Pugh, D., D.J. Hickson, C.R. Hinings and C. Turner
1969 "The Context of Organizational Structures." Administrative Science Quarterly, 14:91-114.

Russell, C.N.
1974 "The College Environment: Assessment Techniques," in Abram G. Konrad (Editor), Clientele and Community. A Yearbook of the Canadian Community Colleges, Edmonton, Alberta: University of Alberta.

Sargent, James C.
1967 Organizational Climate of High Schools. Minneapolis, Minnesota: University of Minnesota, Educational Research and Development Council.

Schein, Edgar H.
1965 Organizational Psychology. Englewood Cliffs: Prentice-Hall.

Schneider, Benjamin
1973 "The Perception of Organizational Climate: The Customer's View." Journal of Applied Psychology, 57:248-256.

Schneider, B. and C. Bartlett
1970 "Individual Differences and Organizational Climate II: Measurement of Organizational Climate by Multidimensional Matrix." Personnel Psychology, 23:493-512.

Schneider, B. and D. Hall
1972 "Toward Specifying the Concept of Work Climate: A Study of Roman Catholic Diocesan Priests." Journal of Applied Psychology, 56:447-456.

Scott, W. Richard
1966 "Professionals in Bureaucracies--Areas of Conflict," in Howard M. Vollmer and Donald L. Mills (Editors), Professionalization. Englewood Cliffs, New Jersey: Prentice-Hall.

Sells, S.B.
1968 "An Approach to the Nature of Organizational Climate," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

Seyfried, Shirley Halpin, Carolyn Crowell, Eva H. Erickson, Patricia Ostmoe
1977 "Factors Influencing Faculty Choice of Position." Nursing Outlook, 25:11:692-696.

Simon, Herbert A.
1948 Administrative Behavior. New York: Macmillan.

Simon, Herbert A.
1952 "Comments on the Theory of Organization." American Political Science Review, 46:1130-1139.

Small, James M., Abram G. Konrad, Matthew R. Hassen and Brent W. Pickard
1976 Renewal in Post-Secondary Institutions: An Analysis of Strategies. Edmonton, Alberta: University of Alberta.

Smith, P.C., M. Kendall and C.L. Hulin
1969 The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes. Chicago: Rand McNally.

Steers, Richard M.
1975 "Problems in the Measurement of Organizational Effectiveness." Administrative Science Quarterly, 20:546-558.

_____.
1977 Organizational Effectiveness: A Behavioral View. Santa Monica, California: Goodyear.

Stern, George G.
1970 People in Context. New York: John Wiley and Sons.

Stimson, J. and T. LaBell
1971 "The Organizational Climate of Paraguayan Elementary Schools: Rural-Urban Differences." Education and Urban Society, 3:333-349.

Stinson, Shirley M.
1976 "Evaluation of Leadership Performance." Paper presented at Kings College Seminar of Nursing, London, England.

Stogdill, Ralph M.
1974 Handbook of Leadership. New York: Free Press.

Tagiuri, Renato
1968 "The Concept of Organizational Climate," in Renato Tagiuri and George H. Litwin (Editors), Organizational Climate: Explorations of a Concept. Boston: Harvard University.

Vineberg, Shalom E.
1972 "The Environment as a Network of Judgments Regarding Staff Roles." Archives of Physcial Medicine and Rehabilitation, 53:102-108.

Weed, Stan E., Terence R. Mitchell, and Weldon Moffitt
1976 "Leadership Style, Subordinate Personality, and Task Type as Predictors of Performance and Satisfaction with Supervision," Journal of Applied Psychology, 61:1:58-66.

Wilson, Walter Gerald
1966 "An Analysis of Changes in the Organizational Climate of Schools." M.Ed. thesis, Edmonton, Alberta: University of Alberta.

Winch, Robert F. and Donald T. Campbell
1969 "Proof? No. Evidence? Yes. The Significance of Tests of Significance." The American Sociologist, 4:140-143.

APPENDIX A

INSTRUMENTATION

1. Litwin and Stringer's Improved Climate Questionnaire (Form B)
2. Pilot Study Questionnaire
3. Comments of Respondents in Pilot Study
4. Survey of University Nursing Faculties Questionnaire

APPENDIX A

THE ORIGINAL LITWIN AND STRINGER (1968) CLIMATE QUESTIONNAIRE (FORM B)

ITEMS IN THE REVISED OR IMPROVED CLIMATE QUESTIONNAIRE (FORM B) LISTED BY SCALE

Note: The subject could respond Definitely Agree, Inclined to Agree, Inclined to Disagree, or Definitely Disagree.

1. *Structure*

The jobs in this Organization are clearly defined and logically structured.

In this Organization it is sometimes unclear who has the formal authority to make a decision.

The policies and organization structure of the Organization have been clearly explained.

Red-tape is kept to a minimum in this Organization.

Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive consideration.

Our productivity sometimes suffers from lack of organization and planning.

In some of the projects I've been on, I haven't been sure exactly who my boss was.

Our management isn't so concerned about formal organization and authority, but concentrates instead on getting the right people together to do the job.

2. *Responsibility*

We don't rely too heavily on individual judgment in this Organization; almost everything is double-checked.

Around here management resents your checking everything with them; if you think you've got the right approach you just go ahead.

Supervision in this Organization is mainly a matter of setting guidelines for your subordinates; you let them take responsibility for the job.

You won't get ahead in this Organization unless you stick your neck out and try things on your own sometimes.

Our philosophy emphasizes that people should solve their problems by themselves.

There are an awful lot of excuses around here when somebody makes a mistake.

One of the problems in this Organization is that individuals won't take responsibility.

3. *Reward*

We have a promotion system here that helps the best man to rise to the top.

In this Organization the rewards and encouragements you get usually outweigh the threats and the criticism.

In this Organization people are rewarded in proportion to the excellence of their job performance.

There is a great deal of criticism in this Organization.

There is not enough reward and recognition given in this Organization for doing good work.

If you make a mistake in this Organization you will be punished.

4. *Risk*

The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and sure.

Our business has been built up by taking calculated risks at the right time.

Decision making in this Organization is too cautious for maximum effectiveness.

Our management is willing to take a chance on a good idea.

We have to take some pretty big risks occasionally to keep ahead of the competition in the business we're in.

5. *Warmth*

A friendly atmosphere prevails among the people in this Organization.

This Organization is characterized by a relaxed, easy-going working climate.

It's very hard to get to know people in this Organization.

People in this Organization tend to be cool and aloof toward each other.

There is a lot of warmth in the relationships between management and workers in this Organization.

6. *Support*

You don't get much sympathy from higher-ups in this Organization if you make a mistake.

Management makes an effort to talk with you about your career aspirations within the Organization.

People in this Organization don't really trust each other enough.

The philosophy of our management emphasizes the human factor, how people feel, etc.

When I am on a difficult assignment I can usually count on getting assistance from my boss and co-workers.

7. *Standards*

In this Organization we set very high standards for performance.

Our management believes that no job is so well done that it couldn't be done better.

Around here there is a feeling of pressure to continually improve our personal and group performance.

Management believes that if the people are happy, productivity will take care of itself.

To get ahead in this Organization it's more important to get along than it is to be a high producer.

In this Organization people don't seem to take much pride in their performance.

8. *Conflict*

The best way to make a good impression around here is to steer clear of open arguments and disagreements.

The attitude of our management is that conflict between competing units and individuals can be very healthy.

We are encouraged to speak our minds, even if it means disagreeing with our superiors.

In management meetings the goal is to arrive at a decision as smoothly and quickly as possible.

9. *Identity*

People are proud of belonging to this Organization.

I feel that I am a member of a well functioning team.

As far as I can see, there isn't very much personal loyalty to the company.

In this Organization people pretty much look out for their own interests.

PILOT STUDY QUESTIONNAIRE

PART ONE

Directions

1. Please use the eight-point scale below each item to rate the item in terms of its clarity. Circle the number which indicates your rating of the item in terms of its clarity.

   Example: The item is not ambiguous or obscure but is clear in its meaning.

   UNCLEAR 1 2 3 4 5 6 7 (8) CLEAR

2. Below each item there is a space in which you are asked to indicate how items which lack clarity might be improved. The space may be used to identify specific aspects of the item which are not clear, or to suggest corrections regarding the use of particular words or phrases effecting the item's clarity.

3. Feel free to attach a page identifying concerns about the instrument and/or offering suggestions for improvement of the instrument.

CLIMATE QUESTIONNAIRE

1. The roles in this faculty of nursing are clearly defined (e.g., there are written job descriptions), and are logically structured.

   UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

2. In this faculty it is sometimes unclear who has the formal authority to make decisions.

   UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

3. The policies and organizational structures of this faculty of nursing have been clearly explained to faculty members.

   UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

4. Red-tape is kept to a minimum in this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

5. This faculty's administration resents individuals checking everything with them; the administration wants you to go ahead if you think you have the right approach.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

6. A friendly atmosphere prevails among our faculty members.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

7. If there has been an error in judgment (a wrong decision) members of this faculty tend to make a lot of excuses and/or pass the buck.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

8. Our administration isn't too concerned about formal organization and authority, but concentrates instead on getting the right people together to accomplish a job.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

9. We do not rely too heavily on our own judgment since most decisions are double-checked in this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

10. Excessive number of rules, administrative details, and red-tape make it difficult for new and creative ideas to receive consideration.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

11. In some of the committees I've been on, I haven't been sure who was in charge.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

12. The policy practices in this faculty is that of recognizing and rewarding faculty members for being innovative.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

13. People in this faculty tend to be cool and aloof toward each other.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

14. I feel that I am a member of a well functioning team.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

15. One of the problems in this faculty of nursing is that individuals won't take responsibility.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

16. In this faculty individuals are concerned mainly with their own interests.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

17. In this faculty the recognition and encouragement you get usually outweigh the criticism.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

18. In this faculty people are rewarded in proportion to the excellence on their job performance.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

19. There is a great deal of criticism by the administration of this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

20. Not enough recognition is given for achievement in this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

21. If a faculty member makes a substantial error in judgment, she is reprimanded, promotion is withheld, or her contract is terminated.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

22. The philosophy of our administration seems to be that in the long run we do best by playing it slow, safe and sure.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

23. In our faculty we have done well because we were innovative (creative, took calculated risks).

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

24. Decision-making in this faculty is too cautious for maximum effectiveness of the program.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

25. Our administration is willing to accept and act on creative suggestions.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

26. We are prepared to be innovative and creative in our faculty in an attempt to keep ahead of other nursing faculties.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

27. Our job performance sometimes suffers from lack of organization and planning.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

28. Our faculty is characterized by a relaxed working climate.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

29. It's very hard to get to know other members of this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

30. The philosophy practiced in this faculty is that faculty members should solve their own organizational problems.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

31. There is friendliness and supportiveness between the administration and other members of this faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

32. The administration of this faculty is not inclined to be sympathetic or supportive if faculty members make mistakes.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

33. The administration of this faculty is interested in talking to you about your career aspirations within the faculty.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

34. Members of this faculty of nursing don't really trust each other enough.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

35. Our administration emphasizes the human factor of how people feel, etc.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

36. When on a difficult assignment, one can usually count on getting assistance from the administration and from co-workers.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

37. In this faculty there are very high standards (expectations) set for faculty members.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

38. Our administration emphasizes the need for constant improvement.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

39. Faculty members feel pressured to constantly improve both personal and group performance.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

40. Our administration believes that if members of faculty are happy, a high level of performance will take care of itself.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

41. In this faculty it is more important to get along with other members of faculty than to be highly productive in one's work.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

42. Members of our faculty don't seem to take much pride in their work.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

43. The best way to make a good impression in this faculty is to avoid open disagreement.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

44. The attitude of our administration seems to be that disagreement and confrontation between individuals and groups can be very healthy.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

45. We are encouraged to speak our minds, even if it means disagreeing with our leaders.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

46. In committee or faculty meetings the goal is to arrive at a decision as smoothly and quickly as possible.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

47. Individuals are proud to be members of this faculty of nursing.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

48. Supervision in this faculty of nursing is mainly for setting guidelines for faculty members; faculty members are encouraged to take responsibility for their own decisions.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

49. As far as I can see, there isn't much personal loyalty among faculty members to this faculty of nursing.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

50. We have a promotion system here that helps the best person to rise to the top.

UNCLEAR 1 2 3 4 5 6 7 8 CLEAR

PART TWO

Directions:

1. Please complete Part Two of the questionnaire by circling or checking the appropriate answers.

2. Below each item there is a space in which you are asked to indicate possible problems with the item, and/or suggestions for improvement of the item.

1. Your age:

21-29	40-49	over 59
30-39	50-59	

2. Present contract:

____ Full time

____ Part time

3. If employed on a part time basis, is your contract for:

____ less than one day per week?
____ one day per week?
____ two days per week?
____ three days per week?
____ four days per week?
____ other? Please specify _____

4. Number of years on present faculty (include the present year):

1	4	7	10
2	5	8	11-20
3	6	9	over 20

5. Number of years of experience in nursing education (include present experience and present year):

1	4	7	10
2	5	8	11-20
3	6	9	over 20

6. Present rank:

____ Professor
____ Associate Professor
____ Assistant Professor
____ Lecturer
____ Instructor
____ Other. Please specify _____ ____

7. Present status:

____ Tenured
____ Non tenured

8. Major responsibility in present position:

____ Administrative
____ Teaching
____ Other. Please specify _____

COMMENTS ON PILOT QUESTIONNAIRE RESPONSES

ITEM

1. --"Prefer specific example e.g., In this faculty there are written job descriptions and these are used."

--"Some are Schools and others Faculties. Suggest caps might be used. e.g., Faculty of Nursing."

--"2 items in one question."

--"2 ideas in one sentence."

--"Not clear. Does logically structured refer to total organization or faculty or the particular roles within themselves."

--"logically structured--How do you mean--organization chart?"

--"This seems unclear since each individual faculty member has an individual assignment on contract. However, roles of team members and team coordinators are in the Faculty Handbook and in the collective agreement Tenure Clause the responsibilities of faculty are outlined, operative definitions of administration and supervision needed. We have, for example, a series of levels of administration and/or supervision all the way up from Team Coordinator to Assistants to the Director to the Director. What does administrator mean to you?"

--"Two ideas are conveyed in the one item. A person responding might not feel the same way about each item."

2. --"Why use the negative--it seems to be biased one way."

3. --"2 ideas."

--"Explained--written or in meetings-- how occurs."

4. --"might use another word instead of 'red-tape.'"

--"What does red-tape mean?"

--"Red-tape can have various connotations. Is it intended to mean unnecessary procedures and lines of communications to get a task accomplished or could this also refer to necessary procedures and lines of communication albeit time consuming?"

--"It might be important to define red-tape."

5. --"Suggest changing recent to another term."

--"Two ideas."

--"lengthy statement; 1st and 2nd parts communicate different messages."

--"two items."

--"everything?--administrative?--theoretical? clinical? two questions."

--"Administration--who is this--it varies in different faculties."

6. --"do you mean collegial?"

--"also biased. Could you ask a more neutral question about, for example, faculty members generally work well together on a friendly basis."

7. --"Is this to apply to all faculty or some?"

8. --"Formal organization and authority in one concept. Accomplishing a job with or without which authority or organization."

--"separate two aspects being examined."

9. --

10. --"How is 'red-tape' distinguished from 'rules' and 'administrative details?"

--"another biased statement."

--"'Red-tape' is excessive no. of rules and administrative details."

--"to just receive consideration--or also to be put into effect?"

11. --"'In charge'--does this mean 'chairing' the committee?"

--"re structure or purpose of committee."

12. --"would it be better to say 'a policy' since there are probably several other policies operating."

--"policy refers to what i.e., promotion, merit, more responsibility."

13. --"Biasing?--generally?"

14. --"Not clear for us as we have teams of teachers within the faculty."

--"Do you mean--faculty team (whole faculty)? teaching team?"

--"Could team be interpreted as the faculty as a whole or a lesser number, e.g., faculty teaching at one level?"

15. --"For own performance or for total curriculum."

--"generally."

--"sl. vague."

16. --"sl. vague."

--"Own interests--suggest that this be qualified i.e. personal or professional."

--"generally."

--"personal or professional interests."

17. --"Do recognition and encouragement and criticism apply to the person's work responsibilities--or to extra responsibilities they may like to get involved in?"

18. --"This is very difficult to answer when a union of faculty exists--there are union controls e.g. everyone must be awarded/ merit regardless of performance."

--"excellence as judged by?"

19. --"criticism--of what?"

--"criticism of what and by administration of faculty or of university?"

--"constructive and direct criticism?"

--"unclear whether administration is criticizing persons or institution."

--"clarify administration of specific faculty or university."

20. --"achievement by? criteria."

--"what does recognition mean-- merit? tenure? promotion?"

--"I'm not sure what 'not enough recognition' means. Do you have a friendly definition of the term?"

--"achievement--how? In what terms? May need elaboration."

--"achievement--need to qualify this? e.g. scholarly, research, innovative work."

--"achievement--in what area? e.g. teaching, research, committee work, etc.--you may get rewards for one but never for another."

21. --"may be better if you used three separate statements."

--"are you answering one, two or three actions? There are different procedures to be followed."

--"reprimanded or promotion withheld or terminated??"

22. --

23. --"done well?"

--"I wonder what the definition of 'done well' is?"

--"done well as a faculty or an individual?"

24. --"Difficult to answer--what is 'maximum effectiveness'? Effective in what way?"

--"Decision making--about?"

25. --"administration of the school or of the university. There may be several levels to consider."

26. --"in what way? e.g. number of students, quality of teaching, quality of research?"

--"what is ahead? in nursing education?"

--"do you mean 'to keep ahead' or to 'keep abreast'?"

27. --"'lack of organization and planning'--on whose part?--individual faculty member's or administration's?"

--"I dislike the word job--as it tends to connotate tasks, whereas academics are supposed to be innovators and autonomous and not task oriented."

28. --"'relaxed' seems very broad."

29. --

30. --"does this mean that faculty members vs. administration or an exterior body should solve these problems?"

--"'organizational problems'--meaning of this? e.g., within respective teams? faculty as a whole? within the school, the community?"

31. --"sentence is clear enough but I think should be reworded to reduce the no. of syllables."

--"I assume here that you mean the administrative portion of the faculty."

--"'administration'--of this faculty?"

32. --

33. --

34. --"I think this statement is made ambiguous by the addition of the word 'enough' and reads better if this word is deleted. How much is 'enough trust'?"

35. --

36. --"could have two questions."

37. --"re what?"

38. --"improvement--general term."

39. --"what if the pressure is only in one area--how does the individual respond to this question?"

--"better than 38."

40. --"do you mean a high level of performance in the job is contingent upon happiness?"

41. --

42. --

43. --

44. --

45. --

46. --"that is avoid disagreement?"

47. --

48. --"two ideas--supervise and responsibility--not necessarily related. Clarify what is being asked or make 2 questions."

--"two questions."

--"2 ideas here--therefore should be stated as two items. I'm not sure if supervision consists of setting guidelines."

49. --"'personal loyalty' ambiguous--do you mean personal loyalty at all sorts? i.e. 'covering up' inadequacies, etc.?"

--"personal loyalty--what does this mean."

50. --"negative or positive statement."

--"unclear if we means the school or overall university policy."

--"promotion goals then must be in terms of rank or of administrative position?"

SURVEY OF UNIVERSITY NURSING FACULTIES

PART I ORGANIZATIONAL CLIMATE QUESTIONNAIRE

DIRECTIONS: Using the RESPONSE KEY shown in the box below, please respond to each item by circling the number which most closely corresponds to your perception of your faculty of nursing. Remember that the focus is on the faculty (school) of nursing. For example, whenever the term "administration" is used, it refers to the administration (dean or director) of your faculty of nursing.

Coding
Please do not write in this space

RESPONSE KEY

1. Definitely Agree (DA)
2. Inclined to Agree (IA)
3. Inclined to Disagree (ID)
4. Definitely Disagree (DD)

I.D.

_ _ _ _
1 2 3 4

	DA	IA	ID	DD	
1. The roles in this faculty of nursing are clearly defined (e.g. there are written job descriptions)	1	2	3	4	5
2. In this faculty it is sometimes unclear who has the formal authority to make decisions	1	2	3	4	6
3. The policies and organizational structures of this faculty of nursing have been clearly explained to faculty members	1	2	3	4	7
4. An excessive number of rules and an emphasis on administrative detail is kept to a minimum in this faculty	1	2	3	4	8
5. If faculty members feel confident about a new approach either in the clinical area or in the classroom, they are expected to implement the idea without checking with the administration	1	2	3	4	9

		DA	IA	ID	DD	Please do not write in this space
6.	A friendly atmosphere prevails among our faculty members	1	2	3	4	10
7.	Generally, when a member of this faculty has made an error in judgment, that member tends to make a lot of excuses and/or to pass the buck.	1	2	3	4	11
8.	The administration of this faculty of nursing is concerned less about formal procedures than about getting the right people together to acomplish a task	1	2	3	4	12
9.	We do not rely too heavily on our own judgment since most decisions are double-checked in this faculty.	1	2	3	4	13
10.	Excessive number of rules and emphasis on administrative details make it difficult for new and creative ideas to receive consideration.	1	2	3	4	14
11.	In some of the committees I've been on, I haven't been sure who was in charge.	1	2	3	4	15
12.	The policy practised in this faculty is that of recognizing and rewarding faculty members for being innovative	1	2	3	4	16
13.	People in this faculty tend to be cool and aloof toward each other	1	2	3	4	17
14.	As a member of this faculty, I feel that I am a member of a well functioning team	1	2	3	4	18
15.	One of the problems in this faculty is that individuals generally won't assume responsibility	1	2	3	4	19
16.	In this faculty individuals are concerned mainly with their own interests.	1	2	3	4	20
17.	In this faculty the recognition and encouragement members get for work performance usually outweigh the criticism	1	2	3	4	21
18.	In this faculty people are rewarded in proportion to the excellence of their job performance.	1	2	3	4	22

	DA	IA	ID	DD	Please do not write in this space
19. Faculty members are often criticized by the administration of this nursing faculty	1	2	3	4	23
20. Not enough recognition is given for achievement in this faculty	1	2	3	4	24
21. If a faculty member makes a substantial error in judgment, disciplinary action will be taken.	1	2	3	4	25
22. The philosophy of our administration seems to be that in the long run we do best by playing it slow, safe and sure	1	2	3	4	26
23. Our faculty is considered progressive in nursing education because we have been innovative	1	2	3	4	27
24. Decision-making in this faculty is too cautious for the achievement of maximum effectiveness of the program	1	2	3	4	28
25. Our administration is willing to accept and act on creative suggestions	1	2	3	4	29
26. We are prepared to be innovative and creative in our faculty in an attempt to provide leadership in nursing education	1	2	3	4	30
27. Our job performance sometimes suffers from lack of organization and planning.	1	2	3	4	31
28. Our faculty is characterized by a relaxed working climate.	1	2	3	4	32
29. It's very hard to get to know other members of this faculty.	1	2	3	4	33
30. The philosophy practised in this faculty is that individual members should solve their own organizational problems.	1	2	3	4	34
31. There is a lot of warmth in the relationships between the administration and other members of the faculty	1	2	3	4	35

		DA	IA	ID	DD	Please do not write in this space
32.	The administration of this faculty is not inclined to be sympathetic or supportive if faculty members make mistakes	1	2	3	4	36
33.	The administration of this faculty is interested in talking to you about your career aspirations within the faculty.	1	2	3	4	37
34.	Members of this faculty of nursing don't really trust each other enough	1	2	3	4	38
35.	Our administration emphasizes the human factor of how people feel, etc.	1	2	3	4	39
36.	When on a difficult assignment, one can usually count on getting assistance from the administration and/or co-workers	1	2	3	4	40
37.	In this faculty there are very high standards (expectations) set for faculty members.	1	2	3	4	41
38.	The administration of this nursing faculty emphasizes the need for constant improvement .	1	2	3	4	42
39.	Faculty members feel pressured to constantly improve both personal and group performance .	1	2	3	4	43
40.	Our administration believes that if members of faculty are happy, a high level of performance will take care of itself	1	2	3	4	44
41.	In this faculty it is more important to get along with other members of faculty than to be highly productive in one's work	1	2	3	4	45
42.	Members of our faculty don't seem to take much pride in their work	1	2	3	4	46
43.	The best way to make a good impression in this faculty is to avoid open disagreement . .	1	2	3	4	47
44.	The attitude of our administration seems to be that disagreement and confrontation between individuals and groups can be very healthy.	1	2	3	4	48

	DA	IA	ID	DD	Please do not write in this space
45. We are encouraged to speak our minds, even if it means disagreeing with people in leadership positions in this faculty	1	2	3	4	49
46. In committee or faculty meetings the goal is to arrive at a decision as smoothly and quickly as possible.	1	2	3	4	50
47. Individuals are proud to be members of this faculty of nursing.	1	2	3	4	51
48. Supervision in this faculty is mainly for providing guidance without depriving faculty members of responsibility for their own decisions.	1	2	3	4	52
49. As far as I can see, faculty members aren't very loyal to this faculty of nursing.	1	2	3	4	53
50. We have a promotion system here that gives greatest rewards to the most effective faculty members.	1	2	3	4	54

PART II PERSONAL DATA

Coding Please do not write in this space

DIRECTIONS: Please complete PART II of the questionnaire by circling or completing the appropriate answers.

1. Your age:

21-29 . . . . . 1 55

30-39 2

40-49 3

50-59 4

Over 59 5

2. Present contract:

Full time 1 56

Part time 2

3. If employed on a part time basis, is your contract for:

Less than one day per week? 1 57

One day per week? 2

Two days per week? 3

Three days per week? 4

Four days per week? 5

Other? Please specify_____ 6

4. Number of years on present faculty (include the present year): . . . . . ___ 58, 59

5. Number of years of experience in nursing education (include present experience and present year): . . . . . ___ 60, 61

Please do not write in this space

6. Present rank:

Professor . . . . . 1 — 63

Associate professor 2

Assistant professor 3

Lecturer 4

Instructor 5

Other. Please specify _____ 6

7. Present status:

Tenured . . . . . 1 — 63

Nontenured 2

8. Major responsibility in present position:

Administration . . . . . 1 — 64

Teaching 2

Other. Please specify _____ 3

9. If major responsibility is in teaching, indicate primary area:

Classroom teaching . . . . . 1 — 65

Clinical teaching 2

Other. Please specify _____ 3

APPENDIX B

CORRESPONDENCE

1. Correspondence related to instrument development and use.
2. Correspondence concerning the pilot study.
3. Correspondence with deans/directors of participating faculties.
4. Cover letters accompanying questionnaires.

THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

November 15, 1977

Drs. George A. Litwin and
Robert A. Stringer
Division of Research
Graduate School of Business Administration
Havard University
Boston, Mass. U.S.A.

Dear Dr. Litwin and/or Dr. Stringer:

I am a Ph.D. candidate in educational administration at the University of Alberta, Canada.

I am proposing to do my research on the effects of institutional and group characteristics on nursing faculties' perception of organizational climate.

I have found the report of your 1968 study interesting and useful. I would like to use your instrument, Climate Questionnaire (Form B), for my research. Could you please send me more detailed information about the scoring of responses. This information is essential for the statistical analysis in the research. Any further information about the instrument and its use would be appreciated.

Thank you.

Sincerely yours,

Merla Dyck

Merla Dyck

Dear Ms Dyck: We have experienced a great deal of difficult locating Mr. Stringer, but have, I sincerely hope, succeeded. You should try to reach him at

Lewis A Allen Associates Inc
2015 Spring Road, Suite 270
1 Oak Brook, ILL 60521
(312-325-8295)

Mr Litwin's whereabouts are still unknown . . .

I wish you the best of luck in getting this information. N L Hansen 01/19/78

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

January 6, 1977

Bob Eccles
The Forum Corporation
84 State St.
Boston, Mass. 02109
U.S.A.

Dear Mr. Eccles:

Following our telephone conversation yesterday afternoon, I am writing to give you some information about my research as you requested. My study will examine the effect of several independent variables (position, rank, tenure, age, years of experience, and full-time/part-time employment) on faculty members' perceptions of organizational climate.

The Climate Questionnaire (Form B) developed by Dr. Litwin and Dr. Stringer in 1968 will be used as the research instrument. The items in the questionnaire have been modified somewhat and the instrument has been pilot tested in a nursing faculty.

The study will be conducted in five of the larger University Nursing Faculties across Canada.

I appreciated your phone call and your willingness to send me needed information. I would appreciate any bibliographical information and/or working papers on organizational climate which you might have available to you.

I am particularly in need of two types of information:

(1) Information for scoring of the items of the Climate Questionnaire (Form B). During our conversation you stated that you would ask Dr. Litwin about this.

(2) The categories of response to the items. A Likert type scale is recommended for responses. Would you also enquire as to the number and categories of possible responses used?

The questionnaire cannot be printed until the above information is available. I would, therefore, be grateful for your earliest possible response either by mail, or preferably by telephone. Please call me at my home - 455-1673 (Area code 403) and reverse the charges.

I enclose a letter which I sent to Dr. Litwin and Dr. Stringer in November, but which I'm told did not reach them.

Thank you again for your assistance.

Sincerely yours,

Merla Dyck

MD/pk
Encl.

THE FORUM
CORPORATION

January 30, 1978

Ms. Merla Dyck
Department of Educational Administration
The University of Alberta
Edmonton, Canada T6G 2G5

Dear Ms. Dyck:

I apologize for the tardy response due to my being out of town most of January and Dr. Litwin's extrememly busy schedule. I have had the opportunity to discuss your request with him and he has suggested the following. We are interested in building our own research files and are making available the questionnaires and scoring sheets in return for the completed questionnaires after you have coded them. Enclosed is a copy of Form B, which I assume you already have, and what is called the Composite Questionnaire which contains the Form B questions as well as questions contained in subsequent generations of this instrument. I have also enclosed a scoring sheet for Form B. I would appreciate it if you could have the Composite Questionnaire filled out when you administer the questionnaire and returned to us when you are finished.

Best of luck on your research and dissertation. I am looking forward to hearing from you again.

Sincerely,

Robert G. Eccles
Manager, Diagnosis and
Feedback Systems

encl.

84 State Street, Boston, Massachusetts 02109 • (617) 523-7300

2 December 1977

_____.

Dear _____:

During a phone conversation with _____ this morning I requested the assistance of the Faculty of Nursing with a pilot project as a preliminary step toward my dissertation. _____ suggested that I write to you concerning the study.

I am a Ph.D. candidate in Educational Administration at the University of Alberta. Prior to entering the program I was on faculty at Dalhousie University School of Nursing. The proposed research study will focus on the effects of group and organizational characteristics on faculty members' perception of organizational climate. It will be questioned, for example, whether faculty members of different rank perceive organizational climate differently. I would like to conduct this research in six larger University Schools of Nursing in Canada. Before I commence with the research it is necessary to do a pilot study to establish the validity of an instrument for nursing faculties.

_____ suggested that my request would be considered by a committee. She further suggested that I send copies of the instrument with this letter for possible distribution to the faculty. I am, therefore, enclosing ___ copies. I understand there are ___ members on full-time faculty, and am sending extra copies for part-time faculty.

If you and your faculty are willing to assist me, could the completed questionnaires be returned to your secretary, or some other designated staff member and returned to me. I enclose postage for this purpose.

Thank you for considering my request. I look forward to hearing from you at your earliest convenience.

Sincerely yours,

M. Dyck

MD/eas

Encls.

December 22, 1977

Miss Merla Dyck
Doctoral Candidate
Dept. of Educational
Administration
University of Alberta
Edmonton, Alberta.

Dear Miss Dyck:

_____ forwarded your request for faculty participation in your pilot test. The members of the Research Committee reviewed your questionnaire and approved of faculty participation in your pilot project.

At the last faculty council meeting, I distributed ___ copies of your questionnaire to the faculty. Of these ___ copies I had ___ questionnaires returned to me. I have mailed these to you.

You are probably aware that we have several part-time faculty; however, since you have sent approximately ___ copies, I have circulated copies to the part-time faculty as well.

I will mail the remaining questionnaires returned to me by the 10th of January.

I wish you all the best in your studies.

Sincerely,

_____

February 10, 1978

_____

Dear _____

In December I requested the assistance of the nursing faculty at the _____ in identifying ambiguities in a questionnaire to be used in my dissertation research. The responses of faculty members to the pilot study were most helpful in identifying items which needed modification.

Please convey my appreciation to _____, the research committee and faculty members who were willing to participate. Thank you, _____ for coordinating the pilot project.

Sincerely yours,

Merla Dyck,
Doctoral Candidate

LETTER ACCOMPANYING PILOT STUDY QUESTIONNAIRE

Dear Faculty Member:

I am a Ph.D. candidate in Educational Administration at the University of Alberta, and a former member of the nursing faculty at Dalhousie University. As part of the Ph.D. degree I am undertaking research in an attempt to identify the effects of group and organizational characteristics on faculty members' perceptions of organizational climate.

For the purpose of clarifying any ambiguities in the instrument to be used, I am requesting your assistance in a pilot test. I am aware of the constraints on your time, and greatly appreciate your assistance.

After completing the questionnaire would you please return it to _____ secretary or another staff member designated by _____, who will return the questionnaires to me.

Thank you.

Sincerely yours,

Merla Dyck

SAMPLE OF LETTER TO DEANS/DIRECTORS OF SEVEN UNIVERSITY SCHOOLS OF NURSING

November 18, 1977

Dear _____

I am a Ph.D. candidate in educational administration at the University of Alberta. Prior to enrolling in this program I was a member of a Canadian faculty of nursing.

I am proposing to research the effects of organizational and group characteristics on faculty members' perceptions of organizational climate. I am questionning, for example, whether faculty members of different rank perceive organizational climate differently.

I would like to use six of the larger Canadian University Schools of Nursing for the research. Since the _____ is one of the larger University Schools of Nursing, I am writing to seek your support for the research. Would you and your faculty be willing to assist me in my research?

The assistance would take the form of completing a questionnaire which would take twenty minutes to half an hour of each faculty members time.

If you are willing to participate in the project, I would send questionnaires to you or another staff member designated by you, for distribution to each faculty member. I would hope to send the questionnaires to you in January, 1978. Each questionnaire will be accompanied by a stamped, addressed envelope so that individual faculty members may mail completed questionnaires directly to me.

If you agree to support the research would you please send me the number of faculty members in your school. Please include part-time faculty members.

Names of individuals and of institutions will not be identified in the research analysis.

Summaries of the research will be available to participating schools.

Thank you for consideration of this request.

Sincerely yours,

Merla Dyck

LETTER OF REFUSAL

16 December 1977

Ms. Merla Dyck
Department of Educational Administration
The University of Alberta,
Edmonton, Alberta
T6G 2G5

Dear Ms. Dyck:

Thank you for your letter of the 18th of November 1977, which arrived here recently. As you will appreciate, it is necessary for me to discuss such requests with members of faculty since their participation in your project was requested by you.

The faculty have given serious and careful thought to your letter; but have asked me to let you know that they are not able to participate in this instance. The reason is that we have very recently committed ourselves to the development of a faculty evaluation project. This project, apart from being quite time consuming for all faculty, could be contaminated by involvement in other studies which are likely to have some overlapping facets. Great importance is placed on the successful development of our own in-house project, and so we have had to reach this decision.

As you may know, Professor Conrad has already been informed of our decision, and so I do hope that by the time this letter reaches you through the Christmas mail you will have gone ahead with alternative plans for your project.

On behalf of faculty may I wish you a successful outcome of your studies and send you my best wishes for 1978.

Yours sincerely,

_____

SAMPLE LETTER OF CONSENT

December 12, 1977

Ms. Merla Dyck
Dept. of Educational Administration
The University of Alberta
Edmonton, Alberta.
T6G 2G5

Dear Merla:

In response to your letter of Nov. 18th, I am enclosing a list of full and part-time academic staff of the Faculty of Nursing.

The contact person for our Faculty will be _____, who is Associate Professor and Chairman of our Research Committee. She is aware of your project and will see that the questionnaires are distributed.

Yours sincerely,

_____
Dean, Faculty of Nursing.

SAMPLE OF LETTER TO DEANS/DIRECTORS

January 13, 1978

_____

Dear _____

Thank you for your endorsement of my study. I appreciate your cooperation, and the willingness of other faculty members in participating in the study of climate in university faculties of nursing.

In your communication with me you mentioned that there are _____ members on your faculty. I am sending ____ copies of the questionnaire. Could these please be distributed to faculty members? Please include administrative as well as teaching members, and part-time as well as full-time members. I have enclosed a stamped addressed envelope with each questionnaire so that individuals may return the questionnaire to me upon completion.

Thanks again for your assistance in this project.

Sincerely yours,

Merla Dyck
Doctoral Candidate

MP/hlp

LETTER ACCOMPANYING RESEARCH QUESTIONNAIRE

January 13, 1978

Dear Faculty Member:

I am writing to request your participation in a study of organizational climate in selected university schools of nursing. The study will examine the effects of several independent variables (position, rank, tenure, age, years of experience, and full-time/part-time) on faculty members' perception of organizational climate. Your dean/director agreed to my request to include your faculty in this study.

The survey instrument has recently been pilot tested for clarity in a Canadian university school of nursing. We estimate it will take twenty to thirty minutes to complete the questionnaire. The research cannot be completed without the cooperation of faculty members. Both individual respondents and institutions are assured of anonymity since data analyses will be performed on total response categories.

If possible, please complete the questionnaire within the next few days and return it to me using the accompanying envelope. I hope to begin analysis of the returns within two weeks.

Thank you for your cooperation.

Sincerely,

Merla Dyck
Doctoral Candidate

encl.

LETTER OF REMINDER TO PARTICIPATING FACULTIES

Re: Research Study on Organizational Climate

On January 14 questionnaires relating to perception of climate in organizations were mailed to selected schools of nursing in Canada. Some of the questionnaires have been completed and returned to me. Since the returns are anonymous, I have no way of knowing which faculty members have completed the questionnaire. I wish to convey my thanks to those who have. Would you please circulate a reminder or my letter, to members of faculty inviting those who have not yet completed the questionnaire to do so by January 31 if possible.

All data will be treated confidentially. Both individual respondents and institutions are assured of anonymity. Analysis and reporting will be on total response categories.

In order to conduct meaningful comparisons of perceptions a substantially greater number of returns are necessary.

Thank you again for your assistance.

Sincerely yours,

Merla Dyck
Doctoral Candidate

LETTER REQUESTING FURTHER INFORMATION ABOUT FACULTIES FROM DEANS

February 10, 1978.

Dear _____

Re: Study of Climate in Canadian University Schools of Nursing

I would like to take this opportunity to thank you and members of your faculty for participating in my research project.

May I impose upon your time and ask you for further information regarding the following:

(1) I understand that the _____ School of Nursing has ____ faculty members. I sent ____ questionnaires. Could you tell me if all ____ questionnaires were distributed. The information is necessary to determine the percentage of returns. You may be interested to know that I have received ____ questionnaires (___% return) from _____. If there are faculty members who would still wish to participate in the study I would be pleased to receive their questionnaires. I will delay data analysis for another two weeks.

(2) Committee members have raised the question of the possibility of disruptions in the school year affecting perception of overall climate. It would be useful to me to be aware of how widespread these factors have been in the schools being studied. By major changes or disruptions I refer to such as a) major changes in the curriculum, b) major change in administration, c) major financial cutbacks, etc. If your faculty has been faced with such changes within the past year, perhaps you would inform me of this. Thank you.

Sincerely yours,

Merla Dyck
Doctoral Candidate

SAMPLE LETTER OF RESPONSE FROM DEAN

February 25, 1978

Miss Merla Dyck
Doctoral Candidate
Department of Educational Administration
The University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Miss Dyck:

Thank you for your letter of February 10th in which you ask for further information, and possibly it is easiest to reply to the questions as you raised them:

1. ____ questionnaires were distributed to full and part-time faculty members. I did not take part.

2. There have been some changes or disruptions which would fall under all categories you mention:

   a) There has been a re-organization of the undergraduate programme from two baccalaureate courses, one a four-year basic course, the other a three-year course for graduates of diploma schools of nursing, into a single undergraduate programme with multiple points of entry, dependent on academic qualifications and experience. 1978-79 will be the first year of the new organization.

   b) Firmer and more clear-cut policies and procedures on academic appointments have been introduced in the University over a period from 1975 to the present. These affect such matters as academic appointments, promotions and tenure considerations. As these policies and procedures affect the Faculty for the first time, it is a stressful period.

   c) The University has faced severe cut-backs in funding, particularly in each of the past two years. It is expected that this will continue for the near future. University cut-backs affect all divisions of the University and this Faculty is no exception. Once again the Faculty budget was submitted with a three per cent reduction. Continuing cuts of this magnitude require paring of non-salary appropriations to the minimum as well as loss of faculty positions.

If I can be of further assistance, please do not hesitate to contact me.

Yours sincerely,

_____
Dean.

APPENDIX C

COMMENTS OF RESPONDENTS

1. General comments about the study and the questionnaire.

2. Comments specific to questionnaire scales and items.

GENERAL COMMENTS ABOUT THE QUESTIONNAIRE

--"Had difficulty with interpreting one or two of your questions but did my best."

--"Didn't much like your scale--I kept getting confused between ID and IA etc. Likert type scale would have been easier."

--"It took about 11 minutes. God luck, Merla."

--"This is the first year of a new administrator for this faculty so my perception of what exists--ie. A hangover from the old--will in some cases be at variance with what I view as the intent of the new administrator."

--"I thought the questionnaire was excellent and I was able to identify easily with the issues therein contained. Thanks."

--"This questionnaire is incomplete--I'd like to help you but I really can't. I've only been on faculty for 6 months and simply had no legitimate answers for some of the questions."

--"In case this information is a useful adjunct to the completed questionnaire: We have recently had a change of administration and some of the questions cannot be answered in regard to the new regime (too soon to say). In some cases, therefore, the replies relate to 'the way it was.' Sorry! These questions are: #14, 18, 21, 31, 32, 39, 43."

--"We will have the opportunity of reviewing your final analysis?"

--"I hope the results of this study will be published--why not in Nursing Papers!"

--"While there is no provision on this questionnaire for free commentary may I add this. I believe there is much more to the situation in our faculty than responses to this questionnaire will reveal. i.e. responses may not uncover the real problem."

--"Excellent questionnaire! Good luck!"

--"Sorry for the delay. It is difficult for me to complete this questionnaire properly for I am a recent member of faculty and I teach one course in the evening; thus I hardly am present to meet with others on faculty. Please disregard, if this response is inappropriate as I cannot answer many questions due to lack of exposure."

--"Sorry this is late, I lost it for a while."

--"Please note: Left to questions blank as no answer seemed appropriate. I felt I didn't know. Recent change in administrative style makes some of my opinions qualified. i.e.--not sure."

--"Many questions have been difficult to answer because an appointment as assistant clinical professor affords little opportunity for contact with the faculty at large and most contacts are with students and the administration of the school."

--"I found this a very clear and direct questionnaire. Some difficulty I had related to my perceptions of the faculty in the past and my changing perceptions now as we have had administrative changes."

--"Unable to answer some questions--due to part-time status; knowledge of faculty and administration limited."

--"Difficult to answer some questions. There are progressive and conservative elements in both the faculty and the administrative group."

--"Changes in administrative personnel (?) over past year contributes to some difficulty in answering questions or not clear, so therefore some of responses may be contradictory. Best of luck in your study."

--"Good luck--hope your project goes well."

COMMENTS SPECIFIC TO QUESTIONNAIRE SCALES AND ITEMS

Structure Scale

Item 1: The roles in this faculty of nursing are clearly defined (e.g., there are written job descriptions).

--"no written job description but I know my role."

--"roles--clear guidelines which give direction to function. Written job description--and don't want them either. However there are promotion criteria which set out expectations--but these allow a wide range of individual operation."

--"job description--specification? Sound guidelines and criteria exist that allows for individual endeavour and self-directed activity."

--"job descriptions (rigid) in my opinion are out of place in a University Faculty of Nursing. Promotions criteria provide the necessary guidelines."

Item 3: The policies and organizational structures of this faculty of nursing have been clearly explained to faculty members.

--"Organizational structure--undergoing change at present."

Item 8: The administration of this faculty of nursing is concerned less about formal procedures than about getting the right people together to accomplish a task.

--"Formality improved by external forces."

--"Yes, yes, but not always together."

Number of respondents who did not respond to specific items on the structure scale:

Item 1--three
Item 2--two
Item 3--one
Item 4--none
Item 8--three
Item 10--none
Item 27--two

Responsibility Scale

Item 5: If Faculty members feel confident about a new approach either in the clinical area or in the classroom, they are expected to implement the idea without checking with the administration.

--"depends i.e. major (i.e. influence curriculum and the coordinating between years), or minor."

--"If the approach is consistent with the philosophy of the school and objectives of the university."

--"new approach--unclear. Hard to answer--depends on what new approach is."

--"Teaching methods?"

--"Two different situations."

Item 12: The policy practised in this faculty is that of recognizing and rewarding faculty members for being innovative.

--"Very variable. I can't answer!"

Item 48: Supervision in this faculty is mainly for providing guidance without depriving faculty members of responsibility for their own decisions.

--"There is usually no supervision even for Jr. faculty."

--"What level? I assume middle level."

--"Supervision is almost nil though it may be provided if you ask for it."

--"There isn't any supervision!"

--"I am not aware of any supervision."

Number of respondents who did not respond to specific items on the responsibility scale:

Item 5--three
Item 7--five
Item 9--three
Item 12--four
Item 15--three
Item 30--six
Item 48--ten

Reward Scale

Item 18: In this faculty people are rewarded in proportion to the excellence of their job performance.

--"Only if you're the 'old guard'."

--"Excellence--as assessed by whom? peers? students?"

--"Reward--with what?"

Item 19: Faculty members are often criticized by the administration of this nursing faculty.

--"Criticized--not openly--undercurrents."

--"Do you mean openly or to a few cronies? I have replied in terms of the former."

Item 20: Not enough recognition is given for achievement in this faculty.

--"Especially younger i.e. 50 faculty."

Item 21: If a faculty member makes a substantial error in judgment, disciplinary action will be taken.

--"What do you mean?"

--"Might get censured but in private would be helpful to avoid ever in future."

--"Punative? or supportive?"

--"Automatic action would be taken. Disciplinary--punative or supportive."

--"I don't know. I would guess."

--"Disciplinary--such as: firing? demotion?"

--"Substantial, not usually done."

--"Cannot answer."

--"No experience with this."

Number of respondents who did not respond to specific items on the reward scale:

Item 17--four
Item 18--six
Item 19--three
Item 20--three
Item 21--twenty-two
Item 50--seven

Risk Scale

Item 23: Our faculty is considered progressive in nursing education because we have been innovative.

--"Considered progressive--by whom?"

--"More often considered as daring and foolhardy!"

--"Considered--by others?"

Item 24: Decision-making in this faculty is too cautious for the achievement of maximum effectiveness of the program.

--"Statement not very applicable--decision making is not done in a manner that achieves maximum effectiveness but caution is not the problem."

Item 26: We are prepared to be innovative and creative in our faculty in an attempt to provide leadership in nursing education.

--"Administration would say yes."

Number of respondents who did not respond to specific items on the risk scale:

Item 22--four
Item 23--one
Item 24--six
Item 25--five
Item 26--one

Warmth Scale

Item 6: A friendly atmosphere prevails among our faculty members.

--"Friendly--at what level? Superficial."

--"Split between old and young faculty. Grads and undergrads."

Item 13: People in this faculty tend to be cool and aloof toward each other.

--"Vague."

Item 28: Our faculty is characterized by a relaxed working climate.

--"Work pressure is high."

Item 29: It's very hard to get to know other members of this faculty.

--"Scattered all over campus."

--"Only because of timetabling of classes and clinical experience. Otherwise my answer is 4."

Item 31: There is a lot of warmth in the relationships between the administration and other members of the faculty.

--"Other members--selected."

Number of respondents who did not respond to specific items on the warmth scale:

Item 6--one
Item 13--two
Item 28--four
Item 29--two
Item 31--five

Support Scale

Number of respondents who did not respond to specific items on the support scale:

Item 32--seven
Item 33--three
Item 34--two
Item 35--five
Item 36--three

Standards Scale

Item 37: In this faculty there are very high standards (expectations) set for faculty members.

--"Not sure."

--"Difficult to answer. I set high standards for myself and many others do as well, but there is no formalized standard in the sense that all conform to the same ones."

Item 40: Our administration believes that if members of faculty are happy, a high level of performance will take care of itself.

--"I really don't know."

--"Question is not clear as it depends on prep. etc.."

--"Really do not know."

Item 41: In this faculty it is more important to get along with other members of faculty than to be highly productive in one's work.

--"One does not exclude the other."

--"How can you be productive and not get along with team? but more important???"

Number of respondents who did not respond to specific items on the standards scale:

Item 37--four
Item 38--two
Item 39--two
Item 40--thirteen
Item 41--three
Item 42--one

Conflict Scale

Item 44: The attitude of our administration seems to be that disagreement and confrontation between individuals and groups can be very healthy.

--"If done by 'in' people."

--"Not hostile confrontation but healthy--yes. But this question is open to two interpretations."

--"Hostility? this term is sometimes substituted for disagreement; if you are referring to open communication and honest dialogue then I would say it is one."

Item 46: In committee or faculty meetings the goal is to arrive at a decision as smoothly and quickly as possible.

--"Whether or not we meet this goal is a different matter!"

Number of respondents who did not respond to specific items on the conflict scale:

Item 43--three
Item 44--eight
Item 45--four
Item 46--five

Identity Scale

Item 14: As a member of this faculty, I feel that I am a member of a well functioning team.

--"Coordination without limiting autonomy."

Item 16: In this faculty individuals are concerned mainly with their own interests.

--"Perpetuated by virtue of University evaluation system."

--"Too general."

Number of respondents who did not respond to specific items on the identity scale:

Item 14--none
Item 16--four
Item 47--two
Item 49--four

APPENDIX D

DATA SUMMARIZATION

1. Overall Mean Scores on Scales and Items

2. Overall Means and Means of Participating Faculties on Climate Scales

Table 40

Overall Mean Scores on Scales and Items

Scales and Items	Mean	S.D.	Minimum	Maximum	Reflections
Structure	2.31	0.36	1.38	3.38	
1	2.90	0.98			X
2	2.59	0.95			
3	2.31	0.89			X
4	1.85	0.86			
8	2.02	0.79			
10	3.25	0.83			X
11	3.10	0.98			
27	2.44	0.84			
Responsibility	2.90	0.49	1.29	4.00	
5	2.25	0.93			X
7	3.02	0.71			
9	3.12	0.88			
12	2.33	0.98			X
15	3.01	0.85			
30	2.47	0.77			X
48	1.75	0.77			
Reward	2.70	0.62	1.00	4.00	
17	2.28	0.92			X
18	2.49	0.89			X
19	3.43	0.75			
20	2.60	0.97			
21	2.45	0.82			
50	2.59	0.90			X
Risk	2.89	0.65	1.00	4.00	
22	2.73	0.86			
23	2.20	0.94			X
24	2.74	0.84			
25	1.82	0.70			X
26	1.98	0.86			X
Warmth	2.90	0.69	1.00	4.00	
6	1.92	0.84			X
13	3.24	0.83			
28	2.43	0.88			X
29	2.77	1.00			
31	2.17	0.81			X

Table 40 (Continued)

Scales and Items	Mean	S.D.	Minimum	Maximum	Reflections
Support	2.95	0.63	1.00	4.00	
32	3.13	0.75			
33	1.82	0.86			X
34	2.46	0.96			
35	2.16	0.82			X
36	1.84	0.70			X
Standards	2.92	0.46	1.20	4.00	
37	1.91	0.80			X
38	1.86	0.73			X
39	2.31	0.81			X
40	2.55	0.73			
41	2.87	0.78			
42	3.18	0.84			
Conflict	2.67	0.65	1.00	4.00	
43	2.66	0.98			
44	2.34	0.79			X
45	2.26	0.89			X
46	2.59	0.84			
Identity	2.87	0.70	1.00	4.00	
14	2.30	0.92			X
16	2.68	0.87			
47	2.03	0.75			X
49	3.14	0.85			

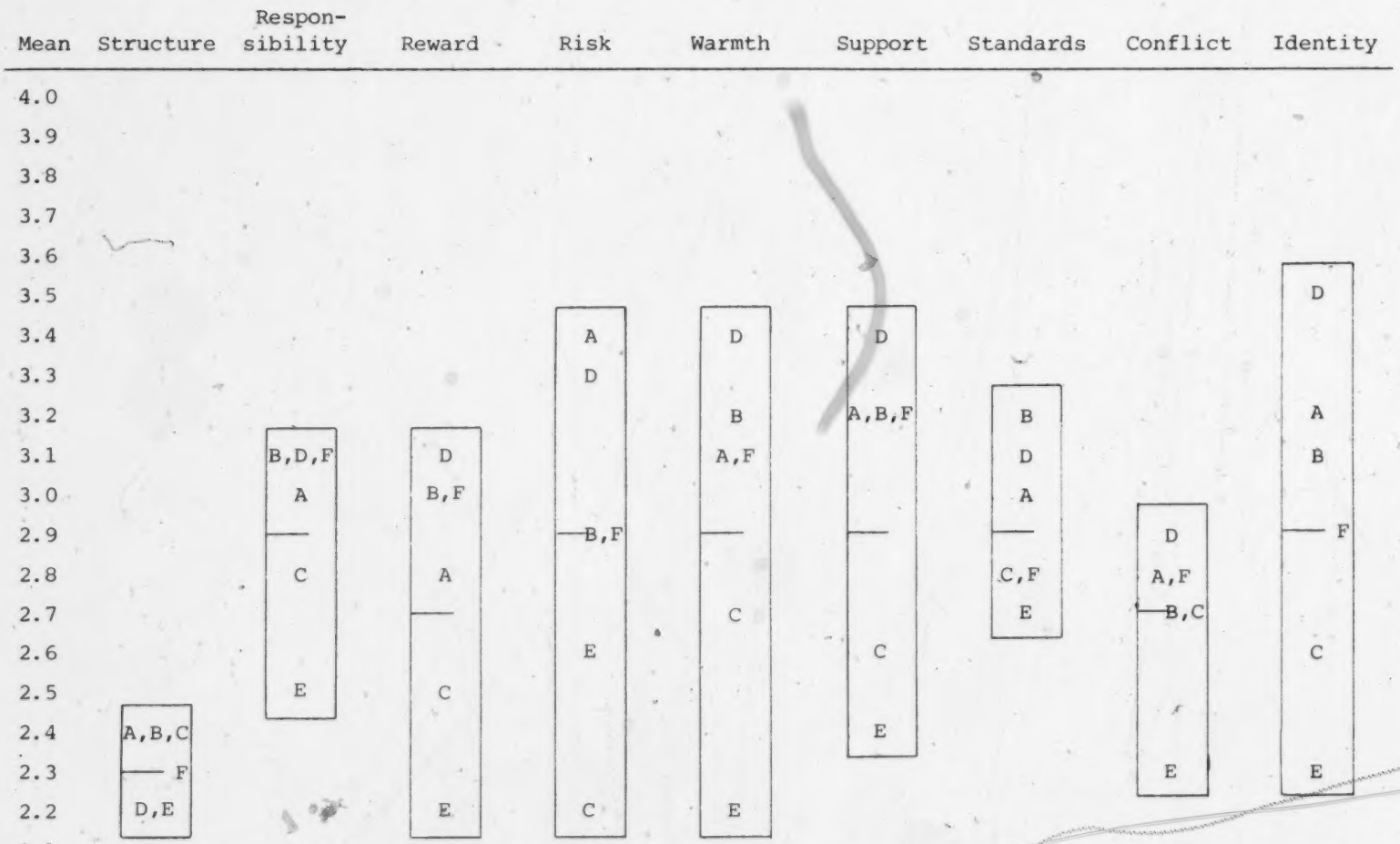

Figure 7

Overall Mean and Means of Six Participating Faculties on Nine Climate Scales

Note: Letters randomly assigned for individual faculties represent mean responses. The horizontal line represents the overall mean.